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ABSTRACT

This Institute was designed to fill the gap between the need for change and the barriers that frustrate change by focusing on the leadership development of local ABE directors through an administrative training program. This report outlines the objectives of the project, the methodology employed, and the outcomes. A significant outcome of the Institute was the request that the University of Bridgeport create an adult education program that could respond to the national, state, and local needs to prepare well-qualified personnel for this area. In conjunction with this request, it was proposed that the College of Education of the university add to its graduate program a program of studies in Adult and Continuing Education. Appendixes to the report present a brochure, a list of participants, pre-institute materials, staff and consultants, selected consultant presentations, sample student projects, workshops groups, groups responsible for introducing guest speakers, banquet invitation and certificate, preplanning materials for evaluation reunion, follow-up evaluation reunion questionnaire results, final report of one-day evaluation reunion, and excerpts from a proposal for a graduate program in adult education at the University of Bridgeport. (DB)

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Adult Educ

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Final Report

PROJECT NO. 9-1-T-0-114

GRANT NUMBER OEG-0-9-161114-4328

INSTITUTE IN ADMINISTRATION FOR LOCAL DIRECTORS OF ADULT BASIC EDUCATION

(Conducted under a grant from the U.S. Office of Education under section 309 of the Adult Education Act of 1966 P.L. 89-750)

August 11 — August 22, 1969

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THE UNIVERSITY OF BRIDGEPORT

Bridgeport, Connecticut

FINAL REPORT

Project No. 9-1-T-0-114

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Adult Education Act of 1966, Section 309

INSTITUTE IN ADMINISTRATION FOR
LOCAL DIRECTORS OF ADULT
BASIC EDUCATION

Dr. Philip Pumerantz

College of Education
University of Bridgeport
Bridgeport, Connecticut

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PREFACE

Providing an educational "second chance" for under-educated adults is a nation-wide responsibility. The response to this challenge on the national scene clearly has increased attention to the establishment of adult basic education programs at the local level and to the improvement of existing programs. Adult education proponents feel that the time for more viable and substantive programs for adult students is NOW. However, they also realize that there is a need for greater program and fiscal responsibility. Together, these realities dictate that local ABE programs become effective vehicles for educational and social change rather than mere rhetoric.

Clearly, such change will not be realized without enlightened and competent leadership. Unfortunately, many communities are limited by time, money, and personnel to mount the kinds of professional development programs that will improve the skills and attitudes of local ABE administrators. This Institute, then, was designed to fill the gap between the need for change and the barriers that frustrate change by focusing on the leadership development of local ABE directors through an administrative training program.

It was the conviction of the Institute planners that such a program would help to insure that ABE centers would be an effective force in assisting undereducated adults to function as contributory, productive, and independent citizens.

The report which follows outlines the objectives of the project, the methodology employed, and the outcomes.

PART I

PURPOSE OF PROJECT

The basic aim of the Institute was to provide meaningful and continuous professional growth experiences for local administrators of ABE programs in New England. The intent was to help local ABE directors to assume new types of leadership roles with their staffs who, hopefully, will undertake the kinds of responsibilities needed for these programs.

This Institute was part of a larger effort at the national level geared to create models of ABE programs that will instill a desire on the part of adult students to continue to learn, either formally or informally. An analysis of the philosophical bases of ABE programs and sociological factors which give insights into the nature of the target populations constituted the opening sessions of the Institute. The professional areas of study and the practical and field experiences received proportionately greater emphasis throughout the Institute. Moreover, opportunity was given for applying and integrating theory with practice to provide maximum opportunity for professional development. These experiences were provided in the belief that there is a nationwide responsibility to provide an educational "second chance" for those adults who recognize a personal need for improvement in their basic education skills.

Prior to the Summer Institute, representatives of the University of Bridgeport met with state consultants of adult basic education in New England to assess the professional development needs of administrators of local ABE programs. In further conferences with The Connecticut State Consultants of Adult Basic Education and The City of Bridgeport Director of Adult Basic Education, The University of Bridgeport then designed a training program to meet the express specific needs of Region I ABE administrators. The two-week Institute was conceived as a training experience along specific lines, rather than as a generalized curricula offering.

The general objectives of this Institute were:

1. To focus on the leadership development of area directors through a training program in order to insure that local ABE programs will help undereducated adults to function as contributing and independent members of our society; to provide them with the means to become less dependent on others; to help them to obtain or retain more productive or profitable employment; and to become better citizens, homemakers and parents;
2. To make local directors more adequately aware of new developments and trends in ABE;

3. To help local directors develop a more relevant and engaging curriculum for the urban and rural programs;
4. To help local directors assist teachers in coming to grips with the changing needs of adult students;
5. To assist local directors in learning more about the multiple agencies and resources available in communities; and
6. To help ABE directors become familiar with educational technology and media so that they can provide effective leadership to teachers in this area.

The specific objectives of this Institute were:

1. To sensitize participants to the sociological factors relative to the needs of adult students;
2. To demonstrate new teaching techniques appropriate for undereducated students;
3. To introduce participants to the systematic and orderly sequential approach to instructional development through system analysis;
4. To increase understanding of and competency in the use of new technology, materials, and devices;
5. To help participants assume an active and continuous role in curriculum and instructional improvement;
6. To introduce community resources appropriate for ABE programs;
7. To develop skills in scheduling ABE classes;

8. To assist in designing public relations programs with industry for local ABE classes;

9. To develop methods of reaching the culturally isolated and to recruit them from urban and rural areas of poverty;

10. To develop skills in budgeting and fiscal reporting;

11. To help design strategies to reduce dropouts;

12. To assist participants in the interpretation of pending Federal legislation and its implications.

PART II

METHODOLOGY

There is an interesting tale about a monkey who was able to take refuge in a tree to escape the dangerous waters of a flood. As he looked down he saw a fish struggling against the current and with the best of intentions he reached down and "rescued" the fish from the waters. The result was obvious.

Throughout the program planning for this Institute, the temptation to act like the monkey in the story had to be resisted. It was important that a program designed for the training of local ABE administrators be realistic and germain to the problems in adult education. To improve the qualifications of ABE directors, it was necessary to extract from both theory and practice those strategies and approaches which can suggest a number of avenues for educational change.

The Planning Stage

An invitation to draft a proposal. In the fall of 1968, representatives of the University of Bridgeport were invited to meet with the state directors of adult basic education in New England and with the USOE program officer in Boston to assess the professional development needs of administrators of local ABE programs. It became apparent from the discussions that there was a crucial need in Region I to develop administrative training programs for adult basic educators, not only on a short-term Institute basis, but also on a long-term continuous training basis. The University of Bridgeport was encouraged (along with other colleges and universities in Region I) to draft a proposal to secure a grant from the U.S. Office of Education for the purposes of such a training program. After additional conferences with the Connecticut state consultants of adult basic education and with the city of Bridgeport director of Adult Basic Education, the University of Bridgeport wrote a proposal and applied for a grant to support An Institute In Administration For Local Directors of Adult Basic Education for Region I.

It was apparent through the proposal phase that the Connecticut state ABE consultants had a very strong commitment to develop a summer training program. These consultants were most supportive and generous with their advice, information, leadership, and encouragement. It is to Messrs. James Dorsey and John Ryan that the major credit be given, in terms of generating interest in this endeavor in Connecticut and in sustaining it throughout the planning and implementation stages.

What should be noted at this point is that this Institute was developed through the cooperative efforts of state and local directors of ABE in Region I and the University of Bridgeport; thus, it reflected a broader spectrum of thought and interest than it would have had it been carried out by one agency only. Communication was fluid throughout the entire planning and implementation phases; for example, conferences were held at the University with the project director, the staff, and the representatives of the State Department of Education. These meetings were held prior to and during the Institute. Furthermore, these state ABE directors in New England were invited to recommend and to suggest resource staff and participants to the Institute. A meeting of these directors was held prior to the opening of the Institute in the Spring to assure the complete understanding of the project and to insure the relevance of content and design to regional needs. This multi-state involvement of resource people made a significant contribution to the development of the project; indeed, such a format would serve well as a model for other administrative training programs of ABE in the United States.

Participant selection. The plan for the selection of the participants evolved out of the cooperative planning that had taken place in the late fall and spring of 1968-69. It was agreed that the state directors from the New England region would select and then recommend 50 enrollees for the Institute. At a meeting of the state directors held at the University in the spring, it was agreed that each state would have a quota based on the number of programs operating in each state. The state directors further determined that the participants would be full-time or part-time local directors or administrators of ABE programs. In the event the quota could not be filled from administrators, however, it was agreed to accept prospective administrators or teachers of ABE classes. Urban and rural administrators were to be represented at the Institute although no formula was devised to determine any proportions other than that the numbers should be determined by the uniqueness and nature of each state.

A brochure was developed (Appendix A), and ample copies were distributed to each of the six state ABE directors. It was their job to select prospective participants and then to send the brochure and an enclosed enrollment form to each person in their state. When the enrollment forms were completed, the prospective enrollees were requested to mail the form to the director of ABE in the state in which they were employed by July 18, 1969, so that the state directors could have an opportunity to do a final screening on each enrollee. When state directors had completed the lists of recommended persons, they were sent to the project director at the University who then sent each participant a follow-up letter and pre-Institute orientation package which confirmed his enrollment. The roster of participants is found in Appendix B.

Pre-institute orientation. As was indicated above, once the project director received the names of the enrollees, a letter confirming enrollment was sent to each participant, along with a packet of materials that was designed to help the participants and their families plan their trip to the University. It was also designed to orient them to the purposes and objectives of the Institute.

Also included was a questionnaire which they were asked to complete and to return to the director by August 1. This questionnaire was designed to help the staff design learning experiences for the participants which would be most relevant. The pre-orientation package also included the following: a map, brochures regarding area cultural and recreational facilities, a travel form which would aid the Institute staff in computing their reimbursement for travel expenses, University parking information, course requirement information, a partial suggested reading list, and a statement about University facilities, rates, and accommodations. (Appendix C)

Institute Staff. The director, two full-time faculty members and a secretary comprised the Institute staff. The selection of the two full-time faculty members evidenced the multi-faceted involvement in the planning phase. Other qualified planners were Mr. Daniel Donofrio, Director of Adult Education and ABE for the City of Bridgeport, and Miss Mary Bodanza, senior supervisor of ABE in the Massachusetts State Department of Education.

The broad administrative responsibilities were relegated to the project director. The two full-time faculty members delivered specific lectures, served as general consultants, and provided leadership for small-group discussions and participants' interaction sessions. These two individuals were extremely helpful in assisting the director in the many administrative tasks of the Institute. It should be emphasized here that much of the actual Institute preparation and development as well as the ongoing monitoring process could not be carried out without the direct assistance and involvement of Mr. Donofrio and Miss Bodanza. Their professional guidance, insight, and assistance proved to be very significant in terms of insuring that the intent of the planning was realized. Their association with the Institute helped to make its program and activities generally responsive to the needs of the participants.

The selection of the resource staff or consultants for the project was made by the director on the basis of recommendations from the state ABE directors in Region I and from various local ABE directors. A list of the staff and consultants is in Appendix D.

The Program

The philosophic commitment of Adult Basic Education defines the parameters within which the educational blueprint is cast. The first session of the Institute, then, focused on a philosophical overview of ABE underlining the needs, goals, direction, and definition of ABE. This was the basis for all subsequent discussions throughout the Institute.

Since the nature of the target populations of ABE programs determines the directions these programs must take, an understanding of the characteristics of these groups was essential for the development of relevant and viable educational experiences for these undereducated adults. Attention, therefore, was directed toward concepts of poverty, the culturally disadvantaged, the characteristics and attitudes of ethnic and minority groups. Discussion groups dealt with the sociological implications for administering ABE programs.

Once the foundations were established, the Institute focused on the administration and organization of ABE programs. The thrust here was to prepare directors of local ABE programs in the concepts and skills needed to provide effective leadership. Crucial areas of concern to administrators were highlighted, such as: ABE class scheduling, public relations, recruitment of students, budgeting, funding and report forms, methods of reducing drop-outs, evaluation, the community school concept, and the interpretation of pending federal legislation.

The schedule that follows shows the major components of the ten day program in terms of time, topics, instructors, and procedures.

Sunday, August 10, 1969

4:00 p.m.	Registration - Seeley Hall

Monday, August 11, 1969

8:30 a.m.	Late Registration - Jacobson Hall
9:00 a.m.	Introduction Dr. Philip Pumerantz Welcome President Littlefield Assistant Dean Hamilton
10:00 a.m.	Lecture: "Challenges in ABE: 1970's Dr. Arthur Crabtree
10:45 a.m.	Intermission
11:00 a.m.	Participant interaction with speaker
12:00 p.m.	Lunch
1:00 p.m.	Organization and establishment of discussion groups with Institute Staff
3:30 p.m.	Tour of Campus (Participants and dependents) Start from College of Business Administration Building

Tuesday, August 12, 1969

9:00 a.m.	Lecture: "The Target Population: The Culturally Disadvantaged and the Nature of Minority and Ethnic Groups." Dr. William Brazziel
10:00 a.m.	Participant interaction with speaker
10:45 a.m.	Intermission
11:00 a.m.	Panel discussion on the implications of the nature of target populations for ABE programs Dr. William Brazziel Mr. Frank Mahoney, State Welfare Director, Conn. Mr. Robert Laberge, Personnel Mgr., Tucker Manuf. Co. Mr. Alfredo Murphy, Executive Director Dept. of Social Action, City of Bridgeport Diocese

12:00 p.m.	Lunch
1:00 p.m.	Small group discussions on how to reach the hard-core potential ABE students (Participants divided into four small groups with resource consultants)
3:00 p.m.	Intermission
3:15 p.m.	Film: "I Couldn't Sign My Name" (Discussion on the film)

Wednesday, August 13, 1969

9:00 a.m.	Lecture: "Recruiting in Adult Basic Education" Dr. Mary C. Mulvey
10:30 a.m.	Intermission
10:45 a.m.	Panel of participants to react to presentation
12:00 p.m.	Lunch
1:00 p.m.	Demonstrations of teaching techniques and methods which apply to ABE. (Demonstration on the Social Living Skills in the College of Business Administration) Mary Bodanza
3:30 p.m.	Intermission
3:45 p.m.	Use of video taping in ABE for instructional improvement (Demonstration of teaching techniques) Kenneth H. Johnson

Thursday, August 14, 1969

9:00 a.m.	Lecture: "Systems Approach for Instructional Development" Dr. Lawrence Stolurow
10:00 a.m.	Intermission
10:45 a.m.	Participant interaction with speaker
12:00 p.m.	Lunch
1:00 p.m.	Lecture: "Administering Guidance Services in ABE Programs" Mary Bodanza

2:00 p.m.	Workshop in instructional multi-media materials and equipment for students in E.S.L. (Language masters, overhead projectors, and transparencies)
2:45 p.m.	Intermission
3:00 p.m.	Four interest groups on ABE in rural areas. towns & cities

Friday, August 15, 1969

9:00 a.m.	Lecture: "Role of the USOE and the Services of the Regional ABE Office" Carroll Towey
10:00 a.m.	Intermission
10:15 a.m.	Panel of State Directors of ABE (Reactions to Lecture)
11:00 a.m.	Participant reaction to panel (selected group of participants will lead reactions and discussions)
11:30 a.m.	Participants meet with Directors from their state
12:00 p.m.	Lunch
1:00 p.m.	Independent study (Participants will have an opportunity to work on their own projects with the assistance of the staff)

Monday, August 18, 1969

9:00 a.m.	Lecture: "How to Organize and Conduct a Public Relations Program" James Dorsey, Director of ABE, State of Conn. Mr. S. H. Prothero, Executive Director of Chamber of Commerce, Bridgeport, Ct.
10:00 a.m.	Intermission
10:15 a.m.	Four workshops in developing individual public-relations programs (Groups)
12:00 p.m.	Lunch
1:00 p.m.	Field trip to MIND, Inc., Stamford, Conn. (ABE materials and training center)

Tuesday, August 19, 1969

9:00 a.m.	Lecture: "Methods of Budgeting and Sources of Funding" Edward Parisian Francis L. Scarano Carroll F. Towey
10:00 a.m.	Intermission
10:15 a.m.	Participant interaction with speaker
10:45 a.m.	Participants will work with resource consultants and staff relating this issue to local problems in workshops (four groups)
12:00 p.m.	Lunch
1:00 p.m.	Lecture: "Office of Economic Opportunity and its Relation to ABE" Joseph Dyer, Director of O.E.O. (State of Conn.)
1:30 p.m.	Lecture: "Pending Legislation and its Effect on the Operation of Local Programs" Dr. James Dorland
2:30 p.m.	Intermission
2:45 p.m.	Workshops on how to develop directions and programs based on new legislation (Participants divided into four groups with representatives of the New England Association of Adult Education)
4:00 p.m.	Educational Tour - Target Population areas in Bridgeport
6:00 p.m.	Picnic

Wednesday, August 20, 1969

9:00 a.m.	Lecture: "National Trends in Adult Education: The Community School Concept and its Effect on ABE" Dr. Frank Repole Mr. John Fox
10:30 a.m.	Small group discussions on Community School Concept (Participants divided into four groups with resource consultants)
11:15 a.m.	Community involvement in ABE Programs Christopher Spirou, Chairman, Citizen Policy Committee Model Cities Program, Manchester, N. H.

12:00 p.m.	Lunch
1:00 p.m.	Lecture: "Local Program Evaluation and Instructional Supervision" Dr. Ruth Laws
2:00 p.m.	Intermission
2:15 p.m.	Participant interaction with speaker
2:45 p.m.	Group workshops - Program Evaluation

Thursday, August 21, 1969

9:00 a.m.	Group or individual reports on participant projects. Technology of ABE Richard Kelly ABE in Gardner, Mass., - Closed circuit T.V. David Prentiss Exerting Pressure for the Legislation of Adult Education bills - Nicholas Motto MDTA Basic Education on-the-job skills- Joseph Angelillo
12:00 p.m.	Lunch
1:00 p.m.	Report from Director of Region #1 Institute for Teachers John Ryan
2:00 p.m.	Intermission
2:15 p.m.	Participant interaction with speaker
3:00 p.m.	Report from Director of Region #1 Institute for Counselors Dr. Thomas Harrington
4:00 p.m.	Intermission
4:15 p.m.	Participant interaction with speaker
6:00 p.m.	Institute Banquet (Student Center)

Friday, August 22, 1969

9:00 a.m.	Development of group evaluation reports (The four groups will meet separately)
12:00 p.m.	Lunch

1:00 p.m. Evaluation of Institute (Group chairmen will read reports to Institute)

3:00 p.m. Adjourn

The presentations of these consultants are given in Appendix E; namely, Dr. Crabtree's keynote address; an extract of Dr. Mulvey's recruitment plan; and a paper on ABE evaluation and supervision by Dr. Laws.

Institute requirements. Three semester hours of graduate credit in educational administration were offered each participant upon successful completion of the requirements of the Institute. The University course designation was Education 510W which was an offering of the Department of Educational Administration. Only graduates of an accredited college or university were permitted to register for these graduate credits, but there was no degree restriction for attending the Institute.

In order to meet University standards, as well as to fulfill part of the Institute requirements, each participant, working individually or in a small committee, was expected to complete certain special projects.

Each participant who expected graduate credits had to indicate which of the suggested projects listed below he wished to develop. Topics other than those listed were allowed to be substituted with the approval of the staff. A final written report of the project had to be submitted to the Institute Director at the close of the Institute.

SUGGESTED TOPICS

1. Prepare and present a plan for recruiting the target population involving local industry, welfare or social agencies, and the division of employment security.
2. Write up a program agenda involving teachers and administrators engaged in ABE programs outside your area for an interchange of modern methods and techniques used for effective ABE.
3. Prepare a list of five or more specific problems you have encountered as an administrator and how you attempted to resolve these problems.
4. Plan a demonstration using a multi-media approach on some instructional aspect of teaching ABE classes as part of an in-service program.
5. What approach would you present to a newly appointed ABE administrator who is organizing for the first time a new ABE program?
6. Write a critique on at least two books of the suggested reading list.

A sampling of significant student projects is offered in Appendix F.

Facilities. Participants in the Institute were housed in residence halls at the University of Bridgeport. The University was able to accommodate the families of participants, if they desired to bring them along. As it turned out, only three participants chose to do so. A large cafeteria provided a central dining facility for all the resident students. Cultural and recreational activities in the area were ample (such as beach and boating facilities).

The University library and the Curriculum Center of the College of Education was available for participants. Adequate classroom space was provided in the College of Business Administration, which has space for small and large group instruction.

Institute activities. The Institute was designed to use a variety of instructional arrangements in order to bridge the gap between theory and practice. Lectures, question and answer sessions, small and large group discussions, workshops, panel discussions, demonstrations, and field trips were employed. The intent was to enhance participant interaction and involvement in the learning process.

Because small group interaction is effective in achieving learning outcomes, the staff of the Institute attempted to capitalize on scheduled give-and-take sessions. Here the participants had a chance to relate their own experiences and points of view to the content at hand. The participants were divided into four small groups early in the program. (See Appendix G) These groups or workshops provided them with practical experience in dealing with areas of concern on a conceptual level and then translating these into models for practice.

Question and answer sessions gave participants an opportunity to react directly to a speaker or panel following a presentation. Aside from the formal program (where group interaction was planned daily), there was opportunity for participants to meet informally in the evenings and on weekends for discussions.

Panels were used to offer a multi-dimensional presentation relative to themes receiving attention in the program. Membership of the panels was made up from persons with expertise and unique insights into a given problem area. The opportunity for participant interaction was planned following each panel presentation.

Participants were given the choice to become intimately involved in the process of the Institute in additional, interesting ways; for example, each group was given the responsibility of introducing a speaker. Consequently, each lecturer was met by a committee from each group and was made to feel welcome on campus. He was introduced to the large group by a member of the committee, who also served as moderator of that particular phase of the program. (Appendix H) In this way, each of the four participant groups had an important role to play in terms of contributing to the success of the program.

A special committee was established at the request of the director to take responsibility for refreshments which were served daily in the morning and afternoon. In addition, the committee planned and presented a picnic for the Institute which was a highlight of the two weeks. Moreover, a banquet was planned and held at the close of the total program. The Dean of the College of Education and his wife were guests of the participants. Invitations were sent to the state directors and consultants. A highlight of the banquet was the awarding of mock certificates of achievement to each participant of the Institute. (See Appendix I)

PART III

EVALUATION

The Institute planners considered evaluation as an essential tool of growth and development. It was used in the Institute not just to measure final outcomes, but in much broader ways: namely, as an ongoing monitoring process during the Institute; as an outcome assessment at the end of the Institute, and as a follow-up reunion after the Institute.

All phases of the Institute were monitored daily, and feedback was used to determine if the direction or focus needed change. When this was necessary, the program was altered to insure more relevant experiences. Thus flexibility of the program was realized.

Evaluation by questionnaires. At the conclusion of the two weeks, a written evaluation of the participants' experiences and activities in the program was made to determine whether the Institute was helpful and if future Institutes will be needed. The evaluation sought information about the Institute objectives, the content of the program, the success of speakers and resource consultants, the adequacy of housing and meal accommodations, and the success of practical and field experiences. The questions and the nature of the responses (total participants was 43) are given below.

Evaluation of ABE administrative program

I. Institute Program	Yes	No
1. Did the program have clearly stated goals?	43	
2. Did the program achieve these goals? . .	37	5
3. Did the Institute help you to familiarize yourself with your local agencies and community resources?	35	7
4. Were the guests, lecturers, and speakers worthwhile?	24	12
5. Has this Institute helped you to become aware of the new developments and trends in ABE?	43	
6. Were there opportunities for sharing group experiences?	41	1
7. Did the Institute provide leadership development in ABE?	38	3
8. Were the group discussions and panels meaningful?	37	4
9. Was the program conducted in an efficient manner by the staff?	42	1
10. Was the field trip beneficial?	24	13
11. Was the program scheduling practical?. .	39	3

II. List problems this Institute has helped you solve in accomplishing your needs in ABE?

Recruitment of Students	21
Understanding. Budgeting, fiscal policies, etc. . .	14
Public Relations	11
Use of community resources and agencies . .	6
Information on legislature procedures on local state and national levels	3

Use of educational media	2
None	3

III. List problems of concern you would suggest for future ABE administrative Institutes?

Administration and Supervision	9
Budgeting and Funding	9
Public Relations	8
Planning an adequate curriculum	8
Methods and techniques in teaching adults.	7
Psychology and Sociology of Adults	6
Recruitment (new ideas and methods)	5
Sensitivity training	4
Guidance	3

IV. General Facilities	Good	Fair	Poor
1. Housing	32	5	
2. Classrooms	43	1	
3. Cafeteria	16	12	15
4. Library	31	3	3

V. Comments - Observations

I. Areas of Strength

1. Public Relations	11
2. Recruitment	12
3. Fiscal policies and budgeting	9
4. Community agencies	4

5.	Educational media	2
6.	Group discussions	17
7.	Field trip	3
8.	Speakers and lecturers	12
9.	Institute Staff well-organized, efficient, informal, sociable, competent, etc.	22
10.	Good demonstrations	2
11.	Panel discussions	9

II. Areas of Weaknesses

1.	Not enough participants who were directors	3
2.	Speakers and lecturers Boring - dry - read speeches Not informative - not relevant did not "turn group on!"	22
3.	Not enough group discussions failure to use talent of participants lack of student participation	24

Suggestions

1. Staff should live in dormitory and have evening discussion groups.
2. Dinner and get together at beginning of Institute.
3. Introduction of participants on first day.

An evaluation of the Institute's objectives was also made in terms of the general and the specific objectives. The instrument and the results are given below:

EVALUATION OF OBJECTIVES

The general objectives of this Institute were the following. Please indicate the degree of success to which each was met:

	Very Successful	Successful	Not Successful
1. To focus on the leadership development of area directors.	15	26	2
2. To make local directors more adequately aware of new developments and trends in ABE.	26	17	0
3. To help local directors develop a more relevant and engaging curriculum for the urban and rural programs.	0	35	8
4. To help local directors assist teachers coming to grips with the changing needs of adult students.	3	33	7
5. To assist local directors in learning more about the multiple agencies and resources available in communities.	23	18	2
6. To help ABE directors become familiar with educational technology and media so that they can provide effective leadership to teachers in this area.	14	26	3

The specific objectives of this Institute were the following. Please indicate the degree of success to which each was met:

		Very Successful	Successful	Not Successful
1.	To sensitize participants to the sociological factors which relate to the needs of adult students.	19	18	4
2.	To demonstrate new teaching techniques appropriate for undereducated students.	7	29	7
3.	To introduce participants to the systematic and orderly sequential approach to instruction development through system analysis.	8	16	19
4.	To increase understanding of and competency in the use of new technology, materials and devices.	5	36	1
5.	To help participants assume an active and continuous role in curriculum and instructional improvement.	16	22	5
6.	To introduce community resources appropriate for ABE programs.	20	20	3
7.	To develop skills in scheduling ABE classes.	5	19	19
8.	To assist in designing public relations programs with industry for local ABE classes.	18	21	4
9.	To develop methods of reaching the culturally isolated and to recruit them from urban and rural areas of poverty.	8	24	11
10.	To develop skills in budgeting and fiscal reporting.	8	22	14

	Very Successful	Successful	Not Successful
11. To help design strategies to reduce dropouts.	4	27	11
12. To assist participants in the interpretation of pending Federal legislation and its implications.	14	26	3

Another written evaluation was used in an attempt to discover some characteristics of an effective ABE administrator and teacher. It was felt by the Institute Staff that the insights of the participants could be helpful in designing training programs to prepare professionals in Adult Basic Education. The categories and the responses follow:

I. Job Specifications for ABE Administrators:

Leadership qualities	12
Knowledge of Funding-budget-records, etc.	13
Understanding people Know adult psychology	16
Must have some teaching experience	17
Must have some administrative and Supervisory experience	15
Must know how to conduct an in-"service training" program for adults	4
Know community resources and needs	12
Should be a full-time job	1
Should know techniques of public relations	6
Familiar with legislative techniques	3
Know effective materials for curriculum	7

II. Post-graduate training needed to facilitate above:

Adult leadership	5
Administration and Supervision	11
Adult psychology	10
Sensitivity training	6
Method and technique and curriculum for teaching adults	7
More institutes and workshops	5 + 3 (like ours)
Guidance and testing	3
Recruitment	3
Public relations	7

I. Job Specifications for ABE Teachers

Empathy and understanding	10
Formal training of subject matter being taught	12
Skilled in individualizing and grouping instruction within the class	2
Flexible - creative - adaptable	4
Knowledge of the Community and environment of ABE student	2
Sensitive to the needs of students	7
Experienced and certified by state	4

Other:

Good health

Aware of current trends and materials

Emotionally stable

Sense of humor

Disadvantaged background to identify with ABE type student

II. A. Undergraduate training needed

Courses in philosophy, psychology and theories of the adult learner	12
Training on techniques of teaching adults	6
Practice teaching in ABE Programs	5
College Course on Methods and Materials for ABE teaching	5
Courses on Guidance, Counseling, and testing the Adult learner	7
Intensive Course on language arts and skills for the foreign born	8
Course on cultural background of ethnic groups	3

II. B. Post-graduate training needed

Curriculum training using materials for adult learning	2
Workshop in techniques for individualized instruction	4
Courses for advanced study in Administration and Guidance leading to a Master's Degree in Adult Education	6
Institutes on trends in Adult Basic Education	5
Seminars and in-service training involving enrollees of ABE programs in discussion sessions.	4
Courses on sensitivity training	3

In summary, the participants felt that more professional preparation on the College and University level was needed for developing effective Adult Basic Education administrators.

The University should assume, they felt, a unique role in the professional development of staff beyond elementary education courses. Preparatory courses on the graduate level should include:

1. Leadership in the urban community
2. Current methods and techniques in teacher-training for the uneducated adult.

Finally, they felt the ABE administrator must be a part of the urban community he is serving, as well as a recognized professional.

Observations by the staff. The two full-time staff members, Miss Bodanza and Mr. Donofrio were asked by the director to give their subjective evaluation of the Institute. The following, then, represent their thinking:

Miss Mary Bodanza

My appraisal of this Institute is not in the measurement of effective Program Content, length of training sessions, or contributions of guest speakers, however integral a part these were in the organization of the Institute.

My total commitment as staff consultant is an indication of the confidence placed in me as a resource person who was selected by the Institute Director (to whom I hope I have been of assistance).

The criteria for assessment of success, I find, lies in the word "relevancy". Other terms include applicable, pertinent, and a propos - all sifted to the fine consistency of "significant to the situation or occasion".

If this Institute has served to uproot and supplant, to reinforce and build, to amend and adjust, then, the inadequacies of past performances in the administration of Adult Basic Education have become the very incentive to affect changes - changes that are relevant, applicable, and a propos to the needs of the population being served. It is this measurement which guarantees continuous adult growth for effective leadership in Adult Basic Education.

From reliable "grapevine" comments circulating among the participants, a general consensus of opinions swayed toward the effectiveness of meeting the goals pertinent to the Region as a whole, yet specific to the population of the state and geographical area represented by the Director in charge of the local Administration of ABE Programs.

It was the feeling within the four organized groups that this Institute served as a model of intensive involvement and interaction among individual participants as well as groups. The catalytic efforts of group leaders, chosen by each group, served to produce effective changes in the leadership roles of the ABE administrators in Region I.

This reaction was brought about by forming a group of participants from large urban programs where the complexity and diversity of problems were mutual as well as specific. Pertinent areas of heated discussions centered around:

1. Community involvement in ABE Programs Planning
2. Private Agency's role in the community of the indigent adult.

3. How Industry can assist in recruiting the target population.

4. Cooperative effort required by Religious, Political, and Business Groups with the community.

Evident was the active participation of local directors from small towns and rural areas as witnessed from the volcanic interaction between the large cities and rural areas ABE directors. Confrontations and open challenges caused much soul-searching in the identification of the ABE student, whether illiterate and isolated in the hills of Maine or unemployed in the crowded ghetto of Boston. One is stricken with poverty of the mind in his failure to communicate, while the other is poverty of survivals. Both have a commonality of need for social independence through the processes of adult development.

This fusion of environmental knowledge between "big city Joe" and "little town Pat" abridged and practically annihilated any boundary line as to where one New England State begins and where the other ends.

Thus, a common bond, namely, the human need to relate with people provided a session where "learning was caught, and not taught."

Mr. Daniel Donofrio

The program of the ABE Institute was based on the recommendations of the ABE directors of New England. We attempted to meet the needs and interests of the ABE administrators as determined by the State Directors of the New England Region.

In developing the program, emphasis was placed on administrative and supervisory problems of ABE. This involved guest speakers, panel discussions, group interaction, and group workshops. In general, the Institute achieved the objectives as listed in the proposal. In retrospect, however, some of the planned activities were overemphasized, especially the format of the speakers and guest lecturers. A greater role should have been assumed by the participants in group activity. The talents of the participants could have been utilized more effectively, especially as resource people and group leaders.

More speakers from the local area who were employed and involved in the target areas should have been selected for discussion leaders dealing with the problems of the target area populations.

The Institute did provide for staff involvement, and many of the daily activities were stimulating and interesting. Also participants seemed to have a positive attitude. This was vital in developing their effectiveness as ABE directors.

Follow-up evaluation. Six months after the Institute, on March 7, 1970, a follow-up evaluation reunion was held to determine the degree of success each participant had experienced with his local program as a result of the two-week Institute. This also provided state directors with an up-to-date expression of local needs.

In preparing for the reunion a letter of invitation and information was sent to each of the 43 participants of the Institute well in advance of March 7. (Included was a questionnaire and reservation form). Letters were also sent to the state ABE directors of Region I and to the project consultants (See Appendix J for preplanning materials).

The feedback from the questionnaire (Appendix K) was used to develop the reunion program. Four working-sessions were established, each focusing on a theme suggested by the response to the questionnaire. These themes were as follows:

I. Identify the major concerns/issues/problems in your community that necessitate changes in the educational structure for dealing with the educationally disadvantaged adult.

II. Design the areas of partnership between education and industry for greater involvement in the education of the disadvantaged adult.

(devices in technology - computer machines) Micro-teaching

III. Outline a strategy of appropriate avenues for recruiting the educationally handicapped adult which will promote self-motivation for regular attendance in an ABE Program.

Areas of Consideration:

a. qualities of recruiter
b. location of program
c. curriculum content
d. instruction (Ind. - Group)

IV. The Learning Center Approach to Adult Basic Education is primarily an effort to provide individualized, self-directed instruction as quickly and economically as possible to a heterogeneous mass of students. Elaborate on the role of the Learning Center Staff in:

1. Avenues of recruitment
2. Personnel requirements

    Coordinator
    Counselor
    Instructor
    Curriculum Content

3. Location of the Centers

The reunion was by all standards a huge success. Of the 43 total participants of the two-week summer Institute on campus, 23 returned on March 7. The roster of staff, participants and guests is given below:

Staff

Philip Pumerantz

Mary Bodanza

Daniel Donofrio

Participants

1. Marita Maes
2. Steven C. Christy
3. Thomas Grace
4. Henry Jemioto
5. Nicholas Motto
6. Robert Sasseville
7. Marilyn Sullivan
8. John Butler
9. Donald Craft
10. Edward Hannon
11. Charles Holbrook
12. James Diamantis
13. William Lineham
14. Leonard Albaitis
15. Domenic Aurelio
16. Anthony Benefico

Guests

1. Carroll F. Towey
2. Mary Mulvey
3. John Fox
4. Frank Repoli
5. James A. Dorsey
6. John Sideris
7. John Moran

Participants

17. Earle Brunelle
18. James Tyrell
19. Judith Elwood
20. Joseph Angelillo
21. William Conway
22. Edward Jones
23. Clifford Robertson

A final report was rendered following the reunion, thanks to the help of Miss Bodanza and Mr. Donofrio, who returned to campus to be of assistance. (Appendix L)

Moreover, a significant outcome of the reunion meetings was the listing of recommendations, by the participants, for conducting future summer institutes. This very helpful list is as follows:

SUMMER INSTITUTE RECOMMENDATIONS
(1970)

1. Have same meetings where directors from small towns and directors from large towns meet separately to discuss problems.
2. Get speakers to present position papers ahead of speeches, so that there can be adequate discussion afterwards.
3. Give examples of preparing budgets, testing program, teacher evaluation, motivating teachers, audio-visual equipment, and teaching materials, registration forms, etc.
4. Don't cover too many topics - it dilutes the quality.
5. Go into video taping - to observe selves.

6. Demonstration Seminar.

7. Field trips to see an on-going A.B.E. center.

8. Set up a pilot in-service training program to show how it could be set up in their states.

9. Local director needs to sharpen his skills to be able to direct and supervise.

10. Paid workshops - for directors and teachers.

11. Individual supervision with teachers.

12. Big problem - most directors are wearing "too many hats."

13. Directors have to know techniques and materials to do their jobs.

14. It is important that A.B.E. Educators keep abreast of developments in C.A.I. to be prepared for its implementation and to be able to fully exploit its capabilities.

15. Recruit professionals and nonprofessionals.

16. Person from HEW on legislation.

17. Involvement of students.

18. Use of paraprofessionals.

19. Schedule ample time for question/answer periods.

20. Effective use of teacher meetings.

PART IV

OUTCOMES

A significant outcome of the Institute was the request by the participants and state and federal adult education leaders that the University of Bridgeport create an adult education program which could respond to the national, state, and local needs to prepare well-qualified personnel for this area. The Project Director, Dr. Pumerantz, and the Assistant Dean of the College of Education, Dr. Hamilton, undertook a study of the feasibility of developing such a program in the College of Education. Part of these efforts involved a visit to Florida State University's Department of Adult Education to gain some practical insight and assistance in developing a graduate program in adult education at Bridgeport. Additional visits were made by Dr. Pumerantz to Boston University, George Washington University and the Department of Agriculture's Graduate School in Washington, D.C., to gain further know-how in formulating a graduate program in adult education at our Institution. Moreover, consultation with officials at the national headquarters of the National Association of Public and Continuing Adult Education (NAPCAE) provided the broader national perspective needed for planning.

It was proposed then that the College of Education of the University of Bridgeport add a new dimension to its graduate program by developing a program of studies in

Adult and Continuing Education, leading to the Master of Science degree and the Sixth-Year Diploma. (See Appendix M). Such a program could very well begin in the Spring of 1971.

In this regard, the University of Bridgeport could serve as a professional training model located in an urban center, since it is equipped with the resources needed to prepare adult and continuing education leaders. It could also serve as a research and dissemination center to bring new information to those throughout the region and nation who are actively engaged as administrators, supervisors, and teachers in adult and continuing education programs. The College of Education is in a position, as a consequence of its prior leadership role in adult education through the ABE Institute, to generate the types of activities that are necessary to mount a program consistent with its total education mission.

The developers of the proposal have not minimized the immensity of the task and have recognized the short-, as well as the long-range goals and implications involved. They further recognize that a new graduate program at the University of Bridgeport needs to be more than just a rhetorical document. They realize that such a program must be at the cutting edge of social and educational problems. Much thought and effort, therefore, have gone into the development of this proposal, which was stimulated by the ABE Institute. In addition, College personnel have worked closely with the personnel in adult education and adult basic education at the local, state, and national levels over the past year.

In February 1970 the College of Education was informed that its application for another section 309 Adult Education Act of 1966 grant was approved. This will support a twelve month institute to prepare local adult education administrators from the eastern half of the nation to become trainers of adult basic education teachers. These grants, back to back, put the College of Education in the center of the stage nationally and enhance its position in developing a graduate program in Adult Education.

The College of Education now has the chance to become an effective force on the national level in the field of Adult and Continuing Education by providing the graduate training which can prepare people for careers as leaders in adult education. This University is equipped to provide knowledge and training in the humanities and social sciences which can form the necessary humanizing and enriching properties of a skilled professional. The continuing need, the objective research and evaluation of methods, materials, testing, recruitment, motivation, sociological-psychological insights, counseling, and other areas of involvement places the University in a vital position to fulfill these needs in adult education as a field of study. Such a program can involve undergraduates as well as graduates in degree programs and/or courses affecting the adult learner. The insights and understandings that may result will be invaluable to these people when they enter the community.

APPENDIX A

Brochure

THE UNIVERSITY OF BRIDGEPORT

ANNOUNCES

an

Institute in Administration for Local Directors of Adult Basic Education

(Conducted under a grant from the U.S. office of Education under section 309 of the Adult Education Act of 1966 P.L. 89-750)

Full-Time Training on-Campus

August 11 — August 22, 1969

This institute is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

Philip Pumerantz, Director
Institute in Administration for local
Directors of Adult Basic Education
College of Education
University of Bridgeport
Bridgeport, Connecticut

To:

PROGRAM

The purpose of the Institute is to provide meaningful professional growth experiences for local administrators of ABE programs. New instructional methodologies, devices, and materials as they apply to adult basic education will be examined in order to revitalize existing programs. Moreover, participants will have an opportunity to work with the new technology and media and will be helped to assume new types of leadership roles with staffs which undertake the kinds of responsibilities needed for these programs.

This Institute is part of a larger effort which seeks to create models of ABE programs that should instill a desire on the part of adult students to want to continue to learn, either formally or informally. An analysis of the philosophical bases of ABE programs, and sociological factors which give insights into the nature of the target populations will constitute the opening sessions of the Institute. The professional areas of study and the practical and field experiences will receive proportionately greater emphasis throughout the Institute. The opportunity of applying and integrating theory and techniques with practice should provide maximum opportunity for professional development.

The Institute will be limited to fifty administrators of Adult Basic Education from both urban and rural settings.

Participants are encouraged to bring along any materials that have proved successful in their local programs, such as instructional, recruitment, and public relations materials.

CREDIT

Three semester hours of graduate credit in educational administration will be offered each participant upon successful completion of the requirements of the Institute. The University course designation will be Education 510W. Only graduates of an accredited college or university may register for the these graduate credits.

STIPENDS

Each participant will receive a stipend of $75 for each full week of training. There will be similar stipends of $15 for each dependent (three dependents maximum) for each full week. There will be no University charges but participants must pay for their own travel, meals, room and incidental expenses.

EXPENSES

1. Room and board (double occupancy) per person per week is $32.50.
2. Room and board (single occupancy) per person per week is $37.50.

The residence hall will be open for occupancy from 4:00 to 6:00 p.m. on Sunday, August 10.

FACILITIES

Participants and dependents will be housed in Seeley Hall on the campus of the University of Bridgeport. A large cafeteria provides a central dining facility for all resident students. There are a multitude of cultural and recreational activities in the area, such as beach and boating facilities in Southern Fairfield County which is within an hour's drive from New York City.

The University library, as well as the Curriculum Center and the Multi-Media Complex will be used. Adequate airconditioned classroom space in the College of Business Administration will be available including space for small and large group instruction.

There are comprehensive programs of adult basic education in this area and in the New York area which are rich in community resources.

STAFF:

Philip Pumerantz, Assistant Professor of Education, University of Bridgeport, Director.

Daniel Donofrio, Director of Adult Basic Education, City of Bridgeport.

Mary Bodanza, Senior Supervisor of Adult Basic Education, State Department of Education, Boston, Massachusetts.

Resource consultants will be drawn from the ABE staffs of the USOE, the State Departments of Education and from community agencies.

ENROLLMENT FORM

Please enroll me in the Institute in Administration for Local Directors of Adult Basic Education at the University of Bridgeport, August 11 - August 22, 1969.

NAME. . . . .
(PLEASE PRINT OR TYPE)

POSITION . . . .

CITY. . . . . STATE . . . . ZIP. . . . .

DEPENDENTS: NUMBER . . . . RELATION . . . . , ... , ...

ACCOMODATIONS NEEDED: Double room $32.50 No. of persons . . . .
Single room $37.50 No. of persons . . . .
Total amount payable day of arrival $ . . . .

MAIL TO:
Director of ABE, State Department of Education in the State in which you are employed by July 18, 1969.

APPENDIX B

Roster of Participants

The University of Bridgeport
Bridgeport, Connecticut

Roster of Participants

NAME	HOME ADDRESS	BUSINESS ADDRESS	POSITION	DEPENDENTS
1. Leonard Albaitis	66 Colony Rd. Seymour, Connecticut	Seymour Bd. of Education Seymour, Connecticut	Teacher	3
2. Mrs. Mary Allard	28 McGrath St. Laconia, New Hampshire	Gilmanton, New Hampshire	Teacher	1
3. Joseph Angelillo	475 Meridan Avenue Southington, Conn.	Connecticut St. Dept. of Ed. Hartford, Connecticut	Assistant Director	0
4. Domenic Aurelio	707 York Avenue Pawtucket, Rhode Island	Pawtucket, Rhode Island	Administrative Teacher	2
5. Anthony Benefico	193 Summerfield Avenue Bridgeport, Conn.	Board of Education Bridgeport, Conn.	Coordinator of ABE	2
6. Earl Brunelle	12 Mound St. Randolph, Vermont	Randolph Union High School Randolph, Vermont	Guidance-Director	3
7. John Butler	Box 199 Uncasville, Conn.	Montville Bd. of Education Connecticut	Director of ABE	0
8. Steven C. Christy	621 Merriam Avenue Leominster, Mass.	Leominster Schools Leominster, Mass.	Coordinator of Adult Education	2
9. William J. Conway	190 West Lane Revonah Woods Stamford, Connecticut	Bd. of Education Stamford, Connecticut	Coordinator of ABE	4
10. Raymond Cote	336 West St. Biddeford, Maine	Old Orchard School Dept. Biddeford, Maine	Teacher	4
11. Donald Craft	19 Hillcrest Rd. Rutland, Vermont	Rutland Public Schools Rutland, Vermont	Director of ABE	2

12.	Richard Daley	28 Patriots Drive Littleton, New Hampshire	Littleton School District Littleton, New Hampshire	School Counselor	4
13.	Miss Gloria DeAngelis	11 Fulton Street Norwood, Mass.	Boston School Dept. Boston, Mass.	Assistant Director	0
14.	James Diamantis	210 North Adams St. Manchester, New Hampshire	Manchester School Dept. Manchester, New Hampshire	Dept. Chairman Teacher	3
15.	Judith Elwood	Sunset Circle RFD #1 Derry, New Hampshire	Manchester Concentrated Employment Program Manchester, New Hampshire	Field Representative	0
16.	James Flynn	93 Lou Avenue Salem, New Hampshire	Salem School District Salem, New Hampshire	Principal	3
17.	Robert Gilbreth	4 Pleasant Street Franklin, New Hampshire	Franklin, New Hampshire	Ass't Principal	1
18.	Thomas Grace	1470 Main Street Stratford, Connecticut	City of Norwalk Norwalk, Connecticut	Teacher	8
19.	Marita Greiner	1037 Elm St. #118 Manchester, New Hampshire	Westinghouse Learning Corp. Manchester, New Hampshire	Education Director	0
20.	Edward Hannon	84 Elm Avenue Wollaston, Mass.	City of Quincy Massachusetts	Administrator	12
21.	John Hogan	31 Norman St. Clinton, Mass.	City of Worcester Massachusetts	Teacher	4
22.	Charles Holbrook	Hickory Hill Thomaston, Connecticut	Board of Education Thomaston, Conn.	Director of ABE	4
23.	Robert Holloran	19 St. Lazare Street Nashua, New Hampshire	Nashua School Board Nashua, New Hampshire	Counselor	5
24.	Helen Hutzler	183 Brown St. Providence, Rhode Island	Dept. of Education Providence, Rhode Island	Librarian	5
25.	Henry Jemioto	5 Farrell Drive Ansonia, Conn.	Derby Board of Education Derby, Connecticut	Teacher	2

26.	Edward Jones	501 Hunt Street Central Falls, Rhode Island	Cumberland School Dept. Rhode Island	Teacher	0
27.	Richard Kelly	194 Mohegan Drive West Hartford, Conn.	Board of Education Hartford, Connecticut	Director of Adult Education	3
28.	Zenas Kevorkian	56 Riverfarm Road Cranston, Rhode Island	Cranston School Dept. Cranston, Rhode Island	Teacher	3
29.	Ronald Kozuch	18 Brookside Lane Vernon, Connecticut	Board of Education Vernon, Connecticut	Administrator	3
30.	William Linehan	26 Garden Street New Haven, Connecticut	West Haven Bd. of Ed. West Haven, Connecticut	ABE Director & Guidance Counselor	0
31.	Nicholas Motto	16 Griswold Street Hartford, Connecticut	Board of Education Hartford, Connecticut	Counselor	3
32.	William O'Keefe	42 Pope Street Providence, Rhode Island	Dept. of Education Providence, Rhode Island	Teacher	3
33.	Arthur Patenaude	93 Emmett Street Central Falls, Rhode Island	City of Central Falls Rhode Island	Teacher	5
34.	Gertrude Pearson	399 Main St. Keene, New Hampshire	Supervisory Union #29 Keene, New Hampshire	Teacher	3
35.	Robert Powers	91 Winnepuckit Avenue Lynn, Massachusetts	School Dept. City of Lynn, Mass.	Principal	5
36.	David Prentiss	133 Huntington Rd. Hadley, Mass.	City of Gardner Massachusetts	Guidance Counselor	3
37.	Clifford Robertson	Northfield, Vermont RFD #2	Vermont State Prison Northfield, Vermont	Supervisor of Inmate Education	1
38.	Wilfred Roy	5 Crystal St. Windsor, Vermont	Southeast Supervisory Union Windsor, Vermont	Ass't Superintendent	3
39.	Robert Sasseville	123 Pine St. Fitchburg, Mass.	Leominster School System Massachusetts	Teacher	4

40.	Marilyn Sullivan	18 Morton St. Manchester, New Hampshire	Manchester Employment Program Manchester, New Hampshire	Field Representative	5
41.	Sistileo Testa	54 Brook St. Manchester, New Hampshire	School Department Manchester, New Hampshire	Teacher	0
42.	James Tyrrell	1 Bracewood Road Waterbury, Connecticut	Dept. of Education Waterbury, Conn.	Teacher & Director of ABE	2
43.	Robert Winn	13 Schoppes Trailer Court Stillwater Avenue Orono, Maine	Hermon High School Orono, Maine	Teacher	4

APPENDIX C

Pre-Institute Materials

UNIVERSITY OF BRIDGEPORT
BRIDGEPORT, CONNECTICUT 06602

INSTITUTE IN ADMINISTRATION FOR LOCAL DIRECTORS OF ADULT BASIC EDUCATION

July 16, 1969

TO: PARTICIPANTS OF ABE ADMINISTRATIVE INSTITUTE

FROM: PHILIP PUMERANTZ, PROJECT DIRECTOR

RE: ABE INSTITUTE

I am delighted to learn that you will be attending the ABE Administrative Institute to be held at the University of Bridgeport in Bridgeport, Connecticut from August 11 - August 22, 1969.

We expect that the program, which has been designed to provide relevant professional growth experiences will not only be stimulating and interesting but also valuable to you in carrying out your future responsibilities. We know that the Institute will entail considerable study on your part but we expect that you will enjoy every minute so spent.

Enclosed you will find materials that will be helpful in planning your trip to Bridgeport and in orienting you to the purposes and objectives of the Institute. You will also find enclosed a questionnaire which will help our staff design experiences for you at the Institute and which I should like completed and returned to me by August 1, 1969.

Each participant will receive a $75 per week living allowance and $15 per week for dependents up to three (3) to be paid in two pay periods during the Institute.

Registration will take place Sunday evening, August 10, from 4:00 - 8:00 p.m. in Seeley Hall. A late registration will be held Monday morning, August 11, from 8:30 - 9:00 a.m. in Seeley Hall. We suggest that those who have room accommodations reserved register Sunday evening.

For those people arriving by air, I suggest that you take a taxi directly to Seeley Hall on campus. For those arriving by car, drive to parking lots near the dormitory. (See enclosed map and parking facilities)

I look forward to seeing you at our Institute at the University of Bridgeport. If you have any questions, plase do not hesitate to contact me. (366-3611, Ext. 205)

Sincerely yours,

Philip Pumerantz
Project Director

PP:sm

THE UNIVERSITY OF BRIDGEPORT
Bridgeport, Connecticut

Institute in Administration for Local Directors
of Adult Basic Education

TRAVEL FORM

Type of Transportation: (check one)

Rate

Air: ____ (one round-trip) $

Train: ____ (one round-trip) $

Bus: ____ (one round-trip) $

*Car: ____ (one round-trip) $

*Distance in miles to be paid @ .09¢ per mile.

Total miles ______

Tolls $______

This travel form must be presented at registration.

Note: Please attach all receipts.

Institute in Administration for Local Directors
of Adult Basic Education

FACILITIES, RATES AND ACCOMMODATIONS

Participants and dependents will be housed in Seeley Hall on the campus of the University of Bridgeport. A large cafeteria provides a central dining facility for all resident students. There are a multitude of cultural and recreational activities in the area, such as beach and boating facilities in Southern Fairfield County which is within an hour's drive from New York City.

The University library, as well as the Curriculum Center and the Multi-Media Complex will be used. Adequate air-conditioned classroom space in the College of Business Administration will be available including space for small and large group instruction.

There are comprehensive programs of adult basic education in this area and in the New York area which are rich in community resources.

Accommodations: 1. Room and board (double occupancy) per person per week is $32.50.

2. Room and board (single occupancy) per person per week is $37.50.

Provisions at University:

Daily cleaning of rooms provided by University

1. Linen - changed weekly

2 sheets
1 pillow (pillow case)
3 towels
soap

Participants are responsible to bring personal towels, etc. to beach - please do not remove University linen from room.

2. Laundry -

Coin operated washers and dryers are available in the residence hall.

UNIVERSITY OF BRIDGEPORT
BRIDGEPORT, CONNECTICUT 06602

INSTITUTE IN ADMINISTRATION FOR LOCAL DIRECTORS OF ADULT BASIC EDUCATION

PARKING FACILITIES

All participants may park in any lot on campus without having a sticker. The exceptions to this are:

1. No parking in areas marked "Reserved" for Faculty, Staff, Visitors, Deans, Assistant Deans, and any otherwise painted spots.

2. The lot directly behind the College of Business Administration is only for Faculty and Staff and all spaces are clearly marked "CBA".

Your cooperation in this matter is necessary.

INSTITUTE IN ADMINISTRATION
FOR LOCAL DIRECTORS OF ADULT BASIC EDUCATION

August 11 - August 22, 1969

The University of Bridgeport
Bridgeport, Connecticut

Data Information

, Mrs., Miss ________ (last) ________ (first) ________ (nickname) Age ________

e Address ____

____ Tel. ________________

ness Address ____

____ Tel. ________________

ent Position ____

____

three major areas of your job responsibility:

(1) ____

(2) ____

(3) ____

hat ways are you related to your State Dept. of Adult Basic Education?

long have you held your present position? ________________________

were your last two previous positions? Briefly describe them.

(1)

(2)

ion and Training:

	Area of Concentration	Institution	Degree	Date Conferred
School				
ge				
. School				

se list any continuing education activities you have attended in the past years.

(1)____

(2)____

(3)____

(4)____

(5)____

memberships in professional associations.

THE UNIVERSITY OF BRIDGEPORT
Bridgeport, Connecticut

INSTITUTE IN ADMINISTRATION FOR LOCAL DIRECTORS OF ADULT BASIC EDUCATION

REQUIREMENTS FOR GRADUATE CREDIT

Three hours of graduate credit will be earned by each participant who successfully completes all Institute requirements. The University course designation is Education 510W. Only graduates of an accredited college or university may register for these graduate credits.

In order to meet University standards as well as to fulfill part of the Institute requirements each participant working as an individual or as one of a small committee will be expected to complete certain special projects.

Each participant expecting graduate credits must present in writing one of the suggested projects listed below to the staff no later than August 13th at 5:00 p.m. Topics other than those listed may be substituted with the approval of the staff.

A final written report of the project must be submitted to the Institute Director at the close of the Institute.

SUGGESTED TOPICS:

1. Prepare and present a plan for recruiting the target population involving local industry, welfare or social agencies and the division of employment security.
2. Write up a program agenda involving teachers and administrators engaged in ABE programs outside your area for an interchange of modern methods and techniques used for effective ABE.
3. Prepare a list of five or more specific problems you have encountered as an administrator and how you attempted to resolve these problems.

4. Plan a demonstration using a multi-media approach on some instructional aspect of teaching ABE classes as part of an in-service program.

5. What approach would you present to a newly appointed ABE administrator who is organizing for the first time a new ABE program.

6. Write a critique on at least two books of the suggested reading list.

Institute in Administration for Local Directors
of Adult Basic Education

PARTIAL SUGGESTED READING LIST

Bagdikian, Ben H. In The Midst of Plenty - The Poor in America, Beacon Press, Boston. 1964

Caplovitz, David. The Poor Pay More, MacMillan Co., New York, N. Y., 1965

Galbraith, John K. The Affluent Society, Houghton Mifflin Co., Boston, 1960.

Gordon, Margaret S. Poverty in America, Chandler Publishing Co., San Francisco, California 1965.

Harrington, Michael. The Other America, MacMillan Co., New York, N. Y. 1962

Hunter, David R., The Slums, MacMillan Co., New York, N. Y., 1964.

Isenberg, Irwin. The Drive Against Illiteracy, The H. W. Wilson Co., New York, N. Y. 1959

Kidd, James R., How Adults Learn, Association Press, New York, N. Y. 1959

Knowles, Malcolm S., Handbook of Adult Education in the United States, Adult Education Association of the U. S. A., Chicago, Illinois, 1960

Webster, Staten W. The Disadvantaged Learner, Chandler Publishing Co., San Francisco, California, 1966

Passow, Harry A., Goldberg, Miriam, Tannenbaum, Abraham J., Education of the Disadvantaged.

APPENDIX D

Staff and Consultants

STAFF AND CONSULTANTS

PHILIP PUMERANTZ

Project Director
Assistant Professor of Education
University of Bridgeport

MARY BODANZA

Institute Staff
Senior Supervisor of Adult Basic Education
Boston, Massachusetts

DANIEL DONOFRIO

Institute Staff
Director of Adult Basic Education
Bridgeport, Connecticut

WILLIAM F. BRAZZIEL

Director of General Education
Virginia State University, Norfolk, Virginia

JOHN CARAN

President of Spanish Coalition group
Bridgeport, Connecticut

ARTHUR CRABTREE

Consultant in Adult Basic Education
State Department of Education, New Jersey

JAMES DORLAND

Executive Secretary of NAPSAE
Washington, D.C.

JAMES DORSEY

Director of Adult Basic Education
Connecticut State Department of Education

THOMAS HARRINGTON

Associate Professor of Counselor Education
Northeastern University

KENNETH JOHNSON

Media Specialist
University of Bridgeport

TRUDY JOHNSON

Special assistant to Department of Community Affairs
Human Resource Specialist
Hartford, Connecticut

ROBERT LABERGE

Personal Manager, Tucker Manufacturing Corp.
Leominster, Massachusetts

RUTH LAWS

Director of Adult Basic Education
Dover, Delaware

FRANK MAHONEY

Supervisor, State Welfare Department
Bridgeport, Connecticut

MARY C. MULVEY

Director of Adult Basic Education
Providence, Rhode Island

ALFREDO MURPHY

Executive Director, Social Action Department
Bridgeport, Connecticut

EDWARD PARISIAN

Regional Audit Director, Division of H.E.W.
Boston, Massachusetts

S. H. PROTHERO

Executive Director of Chamber of Commerce
Bridgeport, Connecticut

FRANK REPOLE

Director of Adult Education
Danbury, Connecticut

JOHN RYAN

Assistant Director of Adult Basic Education
Connecticut State Department of Education

LAWRENCE STOLUROW

Director, Computer Assisted Instruction Lab
Harvard University, Cambridge Massachusetts

CARROLL F. TOWEY

U.S.O.E. Region I program officer
Boston, Massachusetts

JOHN SIDERIS

Department of Education
New Hampshire State Department of Education

JOHN MORAN

Supervisor of Adult Basic Education
Maine State Department of Education

ALICE ALDRICH

Coordinator of ABE
Vermont State Department of Education

WILLIAM NEWSOM

Supervisor of Adult Basic Education
Rhode Island State Department of Education

RENE J. BOUCHARD

Senior Supervisor, Bureau of Civic Education
Massachusetts State Department of Education

SONDRA M. MILLER

Secretary, Adult Basic Education
University of Bridgeport

APPENDIX E

Selected

Consultant Presentations

STRENGTHS AND WEAKNESSES OF THE ABE PROGRAM

by

Dr. Arthur P. Crabtree

One of the fundamental tasks associated with any program of education is that of evaluation. Inescapably, we must stop at some point in time and ask ourselves, "How are we doing?" The federal ABE program has now been in operation some five years from the time of the launching of the Economic Opportunity Act. It is, therefore, highly appropriate that we confront the question that hovers constantly above the program: How are we doing? Has the ABE program achieved what it set out to do? What are its strengths and weaknesses?

In my opinion, one of the weaknesses of the present ABE program is the lack of a commonly-accepted purpose, both in its origin and its implementation. What is its basic purpose: to train disadvantaged adults for employment? Or is it to give them a foundation of literate understanding for improved functioning as citizens, parents and homemakers? Or is it all of these? These questions indicate the avenues of our differences with respect to the primary objectives of the program.

Let's take a brief look at the historical perspective and the circumstances attending the birth of the ABE program. And here I can speak from experience. I was one of a small group who were instrumental in bringing this program to fruition. In 1962 and again in '63', we tried to secure passage of federal legislation providing for adult basic education. We were unsuccessful. Each time we ran into the forbidding gavel of the Chairman of the House Rules Committee. This gentleman, with a social philosophy somewhere to the right of Louis XIV, identified the bill with the Civil Rights movement and refused to pass it out of his Committee. In 1964 President Johnson emerged with his dream of the Great Society. This time we who had been trying to get the adult basic education legislation through on its own merits went to the sponsors of the Economic Opportunity Act and asked them to incorporate our bill into their legislation. They consented and the ABE program was born in Title 2-B of the Act. In 1966 it was transferred to the U. S. Office of Education.

The lines of the central philosophic issue in this program can be pretty well drawn, at the risk of some simplication, in one pivotal question: Is the purpose of the program primarily that of teaching literacy as a prerequisite for job training or does it have the more comprehensive goal of creating a broad base of general education to undergird the adult's total life responsibilities?

This is no mere academic question. Upon its answer depends, in large measure, the nature of the subject matter used, the selection of the teaching and administrative personnel, the choice of teaching method and, indeed, the whole tenor of the program.

It is my conviction that the program, as it now operates, unduly emphasizes the occupational objective and that it neglects the broader task of preparing the adult for greater competency as a citizen, parent and homemaker.

The evidence of this emphasis is quite abundant. Indeed, it is understandable. The program was born in a climate that predetermined its vocational philosophy. One of the major motivations for the Economic Opportunity Act was the mushrooming cost of welfare programs, especially in our large urban areas. The pocketbook nerve of the American taxpayer began to feel the pain. About this time we were finding, in numerous studies, what we already knew, of course, that a high correlation existed between lack of education and lack of employment. The conclusion was inevitable: train them for jobs and get them off the welfare rolls. In the language of the Act, itself, seven lines, in its Declaration of Purpose, are used to set forth its occupational rationale and only one to indicate its responsibility to upgrade the educational level of the adult for his other life needs outside the working world.

A second factor contributing to the occupational emphasis in the program comes from the current Civil Rights movement. Equality of job opportunity is a vital facet of this struggle. But here, again, the man must be vocationally trained before he can make a case for an equal right to the job.

Now, may I hasten to say, before you champions of vocational education begin to load your shotgun, that I have no quarrel with occupational education. I would be rather foolish to minimize, in the slightest measure, the great need for vocational training in today's world. Indeed, with modern technology, it is more important than ever.

But the adult is more than a worker. He is a citizen, and, in most cases, a parent and homemaker. He is an individual in search of a richer self-realization. I want an education program that meets all of these needs. We allude to a manpower crisis as if it exists only in the working world. I suggest to you that there was a manpower crisis last November in the polling booths of this country. And there has been for more than half a century in this country. And with the youth of the nation in open revolt against their elders, I suggest that there is a manpower crisis in the American home, a crisis that cries out for vision and leadership in meeting the mounting problems of family life. I want to educate the whole man, not just his vocational facsimile. I want to balance our curricular budget, not only in this ABE program but in all adult education. As Robert Hutchins, former Chancellor of this institution has observed, "It is manhood, not manpower, for which we need to gear our education".

A second weakness of this program is its lack of administrative coordination, especially at the federal level. As you know, the Adult Education Act of 1966 created the Committee of which I am a member, The President's Advisory Committee on Adult Basic Education, and gave it watchdog jurisdiction over all federally-supported programs of adult basic education. Our first task was to find out how many such programs existed. In 1967 we contracted with Greenleigh Associates to make an inventory. The findings were quite surprising. There are 28 Federal programs that have adult basic education components.

They are scattered among ten Federal agencies, of which the Office of Education is only one. There is little coordination among them. Indeed, there is little understanding of the other fellow's program among them. Undoubtedly, there is some unnecessary duplication of effort in this situation.

This same lack of coordination exists, in some measure, in the field. There is room for improved cooperative effort at both the state and local level.

In our first annual report to the President, our Committee recommended that we be given sufficient resources to set up a more effective machinery for the coordination of all these programs, beginning at the Federal level.

Finally, and this, in my opinion, is our greatest potential weakness in this program, is the encroaching shadow of non-professionalism.

The public schools of this nation have become its favorite whipping boy. In searching for the cause of the current social ills that now engulf us, it is easy to brand the school the scapegoat. It takes the home and the church off the hook of accountability. Since the major program of adult basic education is administered by the public schools, they inherit the attack on the total educational establishment that is now becoming fashionable.

One of the principal spawning grounds for the philosophy of amateurism in this ABE program has been the Office of Economic Opportunity. It had its origin in 1964 when Mr. Shriver and his boys decided to set up an educational program for themselves without the help of the educational community. By way of a starting handicap for the ABE program, they delayed its initiation for almost a year while they busied themselves with getting all the other parts of the Economic Opportunity Act under way.

The line of reasoning advanced by these anti-establishment critics is very simple. It suggests, both overtly and by implication, that the professional certification of teachers, as we have known it, is a waste of time. It postulates the theory that you can take a high school graduate, give him a hot-shot training course for a few days, and produce a teacher as qualified as the graduate of the traditional college course.

This is a line of reasoning peculiarly directed to the field of education. I have yet to hear anyone suggest that farmers replace lawyers in courts of law or that truck drivers be recruited to perform brain surgery. I would be most interested in seeing the reaction of one of these champions of the non-professional in the classroom if his own child were enrolled in a class over which a high school graduate, without professional training, were installed as the teacher. Yet he is perfectly willing to have the same intellectual mayhem committed on the unfortunates who come to us in this ABE program.

One piece of evidence that has been injected into this controversy over teacher qualifications, and one that is frequently quoted with knowing authority by its advocates, is a study conducted a couple of years ago by the Greenleigh Associates. This so-called piece of research, carried on in the States of New York, New Jersey and California, came out with the finding that I have just indicated, namely, that a high school graduate, with a short pre-service training period, can do as good a job as a certified, professionally-trained teacher.

This study was loaded with factors that invite some questions with respect to both its procedures and its findings. Those who refer to it so glibly don't usually bother to explain that the certified teachers used in the study were selected at a time of the year when all the good certified teachers in those states had been committed to teaching positions in the schools and that the teachers used, therefore, were the poorest of the lot in those areas. Nor do those who quote this study take time to explain that all the teachers tested were compelled to use four selected reading systems and were not allowed to depart from this goose-stepping regimen in two of them, even to use any other reading texts or supplementary materials. This is not teaching. This is but the dull manipulation of things. Where was the opportunity for the creativity, the imagination and the innovation that we all know is so vital to this particular area of adult education?

In a later study in my own State of New Jersey the Greenleigh boys ran into a situation that compelled them to indulge in a masterpiece of semantic legerdemain on this same issue. New Jersey has an ABE program running under a branch of the State government called the Department of Community Affairs. It uses non-certified teachers, most of them merely high school graduates, with about ten days of training. Greenleigh was employed last year to evaluate the program.

In its comments throughout an interim report, many statements are made which criticize the teaching effort for lack of professional training. Permit me to quote three of them, selected at random:

"Observation has indicated that the teaching is largely uninspired, unvarying from day to day. Whether this results from an absolute lack of deviation from the programmed instruction, the lack of adequate class attendance or the rigidity of the teachers themselves is difficult to say. Certainly, there are no sparks flying in the classes and it is difficult to assess teacher input in some classes when the entire relationship seems to be the checking of the programmed text two or three times during the two-hour period. The teachers seem to spend most of their time sitting and waiting".

Again, we have this statement: "Since none of the teachers are really prepared or trained to teach a conversation class in ESL, the lessons that were witnessed were fiascos, a waste of time for the students and an embarassing situation for the teacher.

Finally, we find this observation: "It must be clearly understood that we are not viewing teaching in a traditional creative or innovative sense. The para-professionals do not, as a rule, have the general education to stimulate and enrich the learning process, nor do they have the ability to diagnose learning difficulties which students have in their failure to grasp fundamental concepts in language and in mathematics. Often students are seen to guess at answers without knowing what they were reading and accept the corrected version without knowing why it was correct".

Yet, in spite of such criticisms as these which run throughout the report, pinpointed to the very issue of teacher education, we find this amazing statement in the summary of the report's findings.

"It has been found in this preliminary evaluation that the Department of Community Affairs ABE programs have clearly demonstrated that non-certified, non-professionally trained personnel can be trained successfully to teach various segments of adult basic education and GED programs, and the students with normal attendance in these classes are making fair to good progress".

In my opinion, the statement is at complete variance with the statements and observations that run through the body of the report.

The proponents of this philosophy which holds that "butchers and bakers and candlestick makers" can teach the under-educated have coined a magic phrase which they would have you believe expiates the sins of the process and washes it white as snow. Teachers don't need professional training, they say, as long as they come from the "indigenous populations". I'm not exactly sure just what this means but I gather they are trying to tell us that it takes a black man to teach a black man, a Jew to teach a Jew and that never, under any circumstances, should a Methodist teacher be entrusted with a class of Presbyterians. Why don't the advocates of the principle go all the way and argue that only an illiterate can teach another illiterate? Then we would really have a teacher who was "indigenous to the population".

If you have concluded, by now, that I am concerned over these anti-establishment critics who tell us that all we have to do to prepare a teacher in adult basic education is to take a high school graduate, or some other well-intentioned representative of the indigenous population, and give her a once-over-lightly preservice training session, you are correct. I am. I cannot accept this line of reasoning. I refuse to believe that exposure to the philosophy of a John Dewey or a William H. Kilpatrick doesn't enrich the understanding of those who undertake the serious business of shaping a human mind. I refuse to believe it because it doesn't make sense and because it runs counter to my experience in this field. This program for the under-educated adult calls for the highest level of professional training. The teacher who succeeds must have a knowledge of the psychological characteristics of the disadvantaged learner, she must know the technical aspects of teaching reading and computation and she must be familiar with those methods, techniques and approaches that produce the best results. And anyone who tries to tell me that this kind of in-depth preparation can be acquired in a short preservice session is doing little more than wasting my time and his.

Now, let's make one additional point clear. Do I believe that traditional preparation in teacher education automatically produces a good teacher? Oh, no! I have seen sertified duds in this field, just as I have known inept lawyers and incompetent physicians. But I do maintain one simple thesis: Adequate professional preparation will make any teacher a better one and those who go into the classroom without it are not as well prepared as they might have become.

In these days we are now using teacher aids in this ABE program. I'm all for it. There are many things in connection with classroom operation that paraprofessionals can do to relieve the teacher of much of her burden. But let's be sure we keep them what we call them: aides to the teacher and nothing more. I don't want to add the disadvantage of incompetent instruction to the cargo of handicaps already carried by those who come to us for help in this program.

When we back off and take the sweeping view of this movement to widen the entrance of non-professionals in adult education, it becomes more significant than a first-blush impression might lead us to believe. Stripped of all its excess verbiage, it boils down to one fundamental question: Is there such a thing as an education profession? There are many who have always insisted that there isn't, that it doesn't take any special know-how to teach another human being, and that what we call a body of professional knowledge is simply a proliferation of classes in education psychology, methods and materials that weren't necessary in the first place.

You and I, at least, are supposed to hold the opposite view, that we do represent something which qualifies as a valid profession and that it requires certain knowledge and skill to operate at a job-performance level consistent with that of other professions.

I happen to believe this with a rather deep conviction. In fact, I have staked about forty years of my life on it. I really can't know whether I am right or wrong. I can only believe that I am right. But this one thing I do know. If those who maintain that professional education is a waste of time and effort, then we might as well close the doors of every teacher-training institution in this country. If they who hold this view are right, then you and I have been the victimes of a cruel deception. If we are in a business that accords equal status to the unskilled amateur, these degrees we hold in professional Education are as worthless as a roll of Confederate currency.

I shall labor the point no more. I see the maintainance of professional standards on one of the important challenges in this program. If the philosophy on non-professional leadership can establish a beachhead here, it is not inconceivable that it can spread throughout our entire educational community. If that day should come, the cultural fiber of this nation is in serious trouble.

Now, let's turn to the brighter side of the picture, the strenghts of the ABE program.

In the first place, it has accomplished a reasonable measure of what it set out to do, namely, involve a number of people in literacy education that otherwise might not have had that experience. The figures of the U.S. Office of Education indicate that the program has served over a million and a quarter adults since its inception. Naturally, there are some duplications in these figures but they still represent a major accomplishment. There is an ABE Program in every state in the nation, plus the District of Columbia, Puerto Rico, Guam and Virgin Islands. Hundreds of teachers and administrators have been trained. A number of experimental projects have been initiated that have shed new light on methods and approaches in literacy education. New resources have been enlisted, particularly in higher education, to augment the efforts of those already in the field. New materials and teaching aids have been produced. Thus, while we have made only a beginning in terms of the size of the total task, it has been a good and gratifying accomplishment.

Secondly, this ABE Program constitutes one more "sale" in

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merchandising the concept of adult, or continuing education to the American public. This is one of its greatest strengths, or, perhaps, more accurately, its greatest contribution to our social philosophy. There are some blithe optimists among us who are satisfied with the progress we have made in this respect. I am not. It was easier to enlist the interest of adults in my WPA Program in Indiana, 30 years ago, than it was in New York State in the 1950's. I use these examples only because I was present in both situations and speak from experience. We are still shackled by the philosophy that education is something for kids. It is still viewed by most as something you "get" when you are young, like puberty or the measles. This intellectual strait jacket carries with it the implication that the adult who seeks to acquire added knowledge is either stupid or is trying to get something that he should have gotten when he was a child. Those who genuinely believe that education is a continuous process of life, and that serious educational study should run parallel with the total life experience, are still in an uncomfortably small minority. The education of the adult is something we do after we have done everything else - a sort of P.S. to the main letter. We are so busy educating "all the children of all the people" we forget the people. The adult education budget is the last to be added and the first to be cut. When our national leaders speak of our educational needs, they are referring to the children. The literature of the educational establishment is about 99.9% child-centered. The idea that the continuing education of the American adult is as vital to the welfare of this nation as is the education of the child has simply not been accepted by our society.

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The great contribution which the ABE Program has made, therefore, is that it has provided an example of adult education that everybody can understand and appreciate. In the stark and naked reality of some 24 million American adults who are functionally illiterate; an educational need is presented that men of compassionate reason cannot ignore.

Finally, the crowning strength of this program, in my opinion, lies in its linkage with a great purpose. The greatest movements of adult education throughout history have been coupled with great societal needs. It was so in Denmark when the folk school movement was conceived by Grundtvig to preserve the cultural heritage of that little country from the encroachment of Prussian influence. It was so in England when wedded the resources of the universities to the aspirations of the working masses. It was so in Nova Scotia when Father Coady turned to a program of adult education to save the farmers and fishermen of that Canadian Province from economic destitution. These great programs of adult education had one thing in common: they were conceived in the womb of national crisis and each succeeded in revitalizing the society which gave them birth.

We have had no such great purpose in adult education in this country. We have had many lesser goals but none that wore the crown of absorbing social significance. Amid this shotgun assortment of lesser diversities our greatest need has been some majestic purpose that might unite our disjunctive efforts in a common cause.

This ABE Program is the first in our history that possesses the potential for this kind of greatness. Responding to the social needs

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that now engulf this nation its purpose dwarfs the values of conventional forms of education. It is linked with the reclamation of those 34 million Americans who now live below the poverty level. It has brought the educative process from the world of academic make-believe to the rugged reality of life, in eyeball confrontation with the guts and squalor of Harrington's other America. It is fused with a great adventure in human salvage and dares to throw down the gauntlet of battle in the arena where the action is.

It is not too much to believe that this program may well do more than any we have every launched to transform this nightmare of today for those 34 million disadvantaged Americans into their dreams of a better tomorrow and hopefully, unite all Americans in a moral and spiritual brotherhood we have never known.

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RECRUITMENT FOR ADULT BASIC EDUCATION

by

Dr. Mary C. Mulvey

I. THE PLAN

It is a pleasure to talk with you today about the Recruitment Program in Adult Basic Education in Providence, Rhode Island, which is being carried out under my supervision. As other administrators will affirm, recruitment of adult students has proven to be the most difficult of all administrative tasks in the Adult Basic Education program. Our experience since the beginning of our program in 1965, had convinced us that efforts to reduce illiteracy are dependent upon intensive recruitment of the target population. To our knowledge, up to now there is no operating program which has tested methods and techniques for motivating the masses to take advantage of ABE instruction which has had sufficient success to warrant its being offered as an operational system for reaching the unreached, or a model for attracting educationally deficient adults into a classroom.

Our early efforts from the beginning of our program, back in October, 1965, involved the use of Neighborhood Aides as recruiters who were employed by Progress for Providence (Community Action Program, OEO). We used their services because we originally conducted our ABE classes in the nine Community Schools situated in the poverty areas of Providence, and operated cooperatively by the

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Providence School Department and Progress for Providence (CAP-OEO). At first the Neighborhood Aides gave some assistance in recruitment under our direction, but gradually "cooled off" after their efforts did not bring immediate results. and because many would drop out whom they had recruited. It was then necessary to rely upon our own efforts entirely, through publicity and promotion procedures developed in our Adult Education Office, manned only by myself as administrator and a secretary.

Later, the Community Schools gradually became less identified with our program when, in 1966, the Adult Basic Education program was transferred from the Office of Economic Opportunity to the United States Office of Education. This transfer was a significant step forward in improvement of Adult Basic Education instruction for uneducated and undereducated adults. From 1966 to 1967, we gradually set up classes in locations in addition to Community Schools, including housing developments, branch libraries, and churches. However, recruitment of sizable numbers of the target population continued to be the weakest spot in our program.

The challenge, therefore, was to find the real cause for deceleration in enrollment and in attendance. Our first message was to take a good look at ourselves; and the result was that we realized we had to increase our staff if we hoped to make any inroads toward helping significant numbers of illiterates. Increased staff demanded increasing funds.

Our ABE files and other data in the Adult Education Department indicated that many undereducated individuals had expressed an

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interest in improving their educational level, but they had baby-sitting problems, transportation needs, inconvenient work-shifts, and other handicaps. Also, several religious, civic, ethnic, racial, and other groups forwarded to us lists of persons who showed some degree of motivation but who had not yet enrolled. In addition, regular Monthly and Quarterly Reports submitted to our office by ABE teachers identified students who had dropped out for various personal and family reasons. Thus, assuming that these conditions might be alleviated with additional funds through which we might provide supportive services to make it possible for them to attend, we were determined to find ways to use all incentives at our command and to seek sources for assistance in order to enroll them in ABE classes.

It was not until early in 1968 that significant help arrived: our proposal for an additional $19,000 was approved by the State Supervisor of Adult Basic Education for the remainder of Fiscal Year 1968. Through these funds appropriated under the Adult Education Act of 1966, the basic design of our recruitment plan involved two processes: 1) an all-out solicitation conducted by recruiters/field workers, and 2) a broad promotional and publicity campaign coordinated by a public relations specialist. As conceptualized in the design of our proposal, the Crash Recruitment Program had manifold interdependent dimensions with one underlying principle: the more contacts, the more "hits" -- the more classes established and the more students enrolled.

Funding covered the employment of: 1) full-time and part-time

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recruiters/field workers who would canvass the city, seeking out potential ABE students who otherwise might not be contacted, and calling on those who had dropped out to encourage them to return; 2) a public relations coordinator who would conduct a promotion and publicity campaign via the press, radio, TV, business, industry, unions, community organizations and other relevant groups and individuals; 3) an additional number of the best qualified teachers, teacher aides, counselors, and a technological media specialist in reading; 4) increased office staff, including a records technician; and 5) supportive services, including the provision of transportation and baby-sitting for mothers with small children who could not otherwise attend, especially Head Start mothers and other disadvantaged persons living in areas from which people would not automatically come to ABE classes.

The recruitment effort had as its goal stimulation of interest on a broad front among all who should be concerned, and the creation of a public opinion which would be supportive of Adult Basic Education programs. An important aspect of the publicity program was the distribution of posters, flyers, placards, signs, and other materials for dissemination of information about our program.

With recruiters providing the basic paraprofessional aid, we were assured of professional back-up services since we had a sufficient number of qualified teachers who had completed the Workshop in Techniques of Teaching Adults, conducted jointly by the State Department of Education and Rhode Island College, a prerequisite for

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teacher certification in Adult Basic Education in Rhode Island in accordance with the State Plan for administering ABE programs.

From experience we had found that to cross some cultural and ethnic barriers requires special effort; and therefore we proposed to use selected recruiters of various races and nationalities to contact prospective members and subsequently to work with them as teacher aides and in other roles so that, once an ABE student would enroll from one cultural group or another, he would not be completely on his own.

Our underlying concern for the provision of total services--professional, paraprofessional, and supportive--along with the intensive recruitment effort, would not only help our Providence under-educated adult residents, but might hopefully serve as a model for other communities.

Doing an effective job along--or in a vacuum--is impossible. A major goal was to develop a sensitivity to ways in which we might aid our ABE program. In this respect, our job had to be an "all hands" assignment.

We planned our program with both a short and long range view--systematic and continuous. The operational criteria against which we would have to measure our effectiveness would involve:

1. Short-range view: Enroll as many ABE students as possible through crash recruitment techniques.
2. Long-range view: Close a gap by informing the public about what we are actually doing (and hope to do) to raise the literacy level of Providence adults, and develop a favorable climate in which to operate our program.

LOCAL ABE EVALUATION AND SUPERVISION

Ruth M. Laws, Ed.D.

In a climate of change supervision has many different meanings. Each of you perhaps has a picture in the mind which is related to your past experiences, your needs or your purposes. The days of supervisory inspection have wanned and yet one teacher may consider supervision a threat to his individuality while another may consider it a source of assistance or support. The teacher's concept of supervision, to a large extent, determines his acceptance of the service. Further the way teachers see the supervisor perform, conditions their response to him or her, as a person. For our purposes "Supervisor" will be used to include all persons whose unique or primary concern is instructional leadership in Adult Basic Education. Various aspects of the supervisory function may be performed by state supervisors, local directors, curriculum consultants, specialist in evaluation, principals or assistant superintendents. In spite of some differences in the holders of these leadership positions, their professional activities are inter-related. Supervision is assistance in the development of a better teaching-learning situation. The local director or supervisor of Adult Basic Education needs to be an individual with supervision or "better vision." Specifically, (1) what functions should the local director carry?, (2) what skills must he master? and (3) what is his role in evaluation?

The Adult Basic Education supervisor is somewhat a pioneer in a field that is relatively new. Usually his teachers and other staff members have been recruited from regular school programs conducted for children. A first function that the local director-supervisor will need to serve is to develop conditions in which the staff can plan, work and think together about purposes and ways of implementing them. He will then need to secure the resources that will make possible the growth of the staff in vision and skills. An open door policy and a listening ear to the ideas of the staff as they come forth helps the staff to communicate, advise at times, develops staff morale and creativity. Staff development is a function of the adult supervisor.

The Director needs to know the staff well enough to know the degree to which commitment is present or needs to be aroused. The individual may become interested, maturated and committed because of a movie he sees, a talk he hears, a field trip he takes or a demonstration he observes.

Training programs, conference and workshop attendance need to include experiences for the individual to practice new behaviors and receive peer or staff feedback and analysis of his performance.

The local director-supervisor must himself be a staff resource. He must have skill in bringing new ideas and new resources to the staff. In the adult education field it is imperative that the adult supervisor knows the community resources which may be helpful in the solutions of problems, for cultural enrichment and other purposes. Teachers need to know that they can call on the director for assistance.

The local director needs skills in developing a mechanism for sharing ideas, procedures and materials through staff interchange, in workshops, staff meetings and committee activity.

The supervisor needs skill in sharing in decision making. As a part in thinking through solutions to problems, confronting local systems, is given to teachers they begin to feel that the plans are their plans and they take more responsibility for their implementation.

Secondly, the supervisor of Adult Basic Education needs skill in human relations. Adult centers for education need to be as relaxed and informal as possible in order to provide an atmosphere in which adults find satisfaction in coming to school, where they work at their own rate, and receive reinforcement and rewards for achievement. Whenever possible adults need to receive encouragement and the good feeling of success which replaces the long felt hurt of defeat.

The local director has the role of helping the teachers set the tone through the classroom setting itself which is attractive and adult in appearance. Specially planned activities for social exchange tend to promote sound human relations. Showing constant respect and recognition for each individual helps to promote sound mental health and positive relations.

Respect accorded by the local director for the personality of each teacher sets the example and creates a good feeling on the part of the teacher which helps her to convey the same good feeling to the adults whom she teaches.

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Supervision involves skill in the development of group process. The supervisor must know how to organize for effective group activity. Sensitivity must be developed in relation to peculiar strengths, weaknesses, likes and dislikes in a staff and committee assignments, tasks or choices must be arranged so as to facilitate growth, success and desirable new experience.

The local director needs to be prepared to help the staff examine the way in which it is working and see if more fruitful ways are indicated.

Further, the supervisor must have skill in grou½ work with advisory committees, professional associations and community organizations. As program changes, program promotion and public relations need interpretation, effective work with community groups pays rich dividends.

A predominant skill required of the ABE Supervisor is skill in personnel administration. He needs to analyze each staff position with care and develop a job description. The staff person then needs to be selected in terms of: (1) whether or not he can perform those tasks, (2) whether or not he relates well to adults and is flexible aned (3) whether or not he can work well in a total staff situation. He must be able to devise situations in advance in which satisfactory indices to behavior are obtained. New staff members should frequently compliment the strengths already existing in a staff. A staff committee to participate in the interview of a prospective new staff member is often a helpful practice.

Staff selection should be carefully planned since the kind of

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staff person placed in a vacancy, in an ABE program may be a tremendous asset or seriously weaken the program.

Proper placement of staff and staff orientation are as important as staff selection. It is unfair to a new teacher to expect her to become a worthwhile staff member without the assistance of the local director. A good staff needs leadership in planning what and how to teach.

The Adult Basic Education Supervisor needs skill in curriculum development and planning. Some direction comes from the adult education act itself. However, each program staff needs to know how to decide on priorities in terms of the particular population it has to serve.

APPENDIX F

Sample Student Projects

INSTITUTE IN ADMINISTRATION

FOR

LOCAL DIRECTORS OF

ADULT BASIC EDUCATION

"LEARNING CENTERS"

AND

ADULT BASIC EDUCATION

Richard F. Kelly
Hartford, Connecticut

University of Bridgeport
August 1969

Most experts who have addressed the A.B.E. Institute have cited a pupil's need common to all A.B.E. Programs. They contended that A.B.E. must be 'relevant' and convenient. I do not think any of the speakers gave a formula or an example of how to do this, and because we have also identified the same problem I would like to pass on how to do this, and because we have also identified the same problem I would like to pass on how we are attempting to meet the special needs of two groups. One of these groups consist of the youthful school drop-out who feels that school is too confining and leaves at the age of 16 with usually an achievement level much below the level of Adult Basic Education legal maximum. For this youngster a Street Academy was formed through the cooperative efforts of the Urban League, the N.A.A.C.P., the State Department of Community Affairs, the State Department of Education and the Hartford Board of Education. At the Street Academy a youth can receive tutoring in the high school subject areas, with possibility of passing the State High School Equivalency Program or if he is at a level lower than high school, he may receive help in Basic Education or he may just wish to receive "street guidance and counseling" from the carefully recruited indigenous staff who have proven to be leaders in their communities.

To provide the Basic Education for type of student we selected the MIND Inc. basic education system because the students came on a less than regular schedule and at different times of day. We could not afford the services of teachers on a stand-by basis but with the MIND program and an aide trained in its operation we do have an

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individualized program and a 'learning cafeteria' which is on duty from 9:00 A.M. until 9:00 P.M. We have not found that this program does a better job than a teacher. The students seem to enjoy the 'gadgetry' of the system which also seems to be a motivational factor.

The other group is the non-English speaking Puerto Rican who has not had much or even any formal education and is reluctant to come to classes to learn English. The Adult Bureau is currently establishing a Spanish Learning Center in an attempt to alleviate the special needs of our Spanish speaking citizens. The following is the proposal and objectives of the center as expressed by a committee convened as an advisory board for the Center.

In May 1969, the Pro-Betterment Committee on Education formed and composed by a group of concerned Puerto Rican residents, conducted a sampling survey of the educational level and needs of the Puerto Rican community in the City of Hartford. As a result, the Committee proposes that the hardcore under-employed and undereducated of the Puerto Rican community be provided with a more extensive and intensive Adult Education program. Said program will help to reach and meet the needs of those individuals who, although desiring to better and enrich themselves, but hampered by a multitude of socio-economic pressures have fallen into the helplessness and apathy which follows frustration.

The Committee proposes that a learning center be established for the purpose of providing adult basic education, motivation, counseling and follow-up to individuals in the neighborhoods during the course of their studies.

Objectives of Learning Center

1. To accelerate the learning of English to prepare individuals for job training, trade skills training and job placement by providing intensive English classes in small groups at the center, in the homes, and in existing nearby facilities.

2. To bring English classes and orientation sessions to home bound mothers.

3. To raise the educational level of individuals to the eighth grade level.

4. To encourage and motivate individuals to continue on to high school and high school equivalency preparation courses.

5. To orient and inform community residents in the use of services and resources in the community.

This center will also offer a very individualized program by using bilingual aides who, under the supervision of a teacher coordinator, will work with individuals on a one to one basis or else in a group of two or three. Taped lessons and visual reinforcement will be an integral part of this program. The aides will also go out into the Spanish speaking community and give lessons in the homes to individuals or family groups. (We have started this phase and the results are gratifying). Hopefully we will try to wean the home student away from this and get him to come to the Learning Center. The same aide who have the home lessons will carry on with 'their' students at the Center until the student becomes comfortable and is willing to join a class.

The main thrust of the Center will be the teaching of English, but Spanish will also be taught. Many are not able to read or write Spanish and thus not able to communicate with their families in Puerto Rico. Consumer Education will be an important aspect of the Center and we hope it becomes a true center with a health clinic, food stamp source, credit union and a social-civic program.

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We have not been as successful in recruiting the Puerto Rican to our A.B.E. classes and conservative estimates place their number between 15,000 and 20,000 and a high percentage of the adults needing A.B.E. if they are to be accorded the rights and privileges of their American citizenship. Our attempt to help them become first-class citizens is through the Learning Center.

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INSTITUTE IN ADMINISTRATION
FOR
LOCAL DIRECTORS OF
ADULT BASIC EDUCATION

RECRUITMENT

James Flynn

University of Bridgeport

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OBJECTIVE: To acquaint personnel with effective avenues of recruitment.

I. Securing Enrollments:

Recruiting is considered to be approximately fifty percent (50%) of the ABE Program. It is considered the most difficult part of the ABE Program.

Each recruitment program must have a basic plan to reach the undereducated adults. The plan must be flexible and adaptable to the particular needs necessary to reach the adult who is difficult to enroll.

Recruiters must be aware that the prospective enrollee is quite often very sensitive about his lack of education.

One of the first essentials is to know and understand the target population, their problems, attitudes and desires. Many are shy, retiring, elusive, non-communicative, and apathetic. Some are worried and frustrated, working long hours at menial tasks. Their lives have been filled with disappointments. There are those who feel they are to old to learn and at their age it is not worthwhile. Some left school at an early age vowing never to return again. Others are poorly fed, ill-clothed and feel ashamed to enter a public building. These are the people and some of their problems. It reflects the obstacles that must be overcome before an adult decides to enroll in an Adult Education Program.

II. Avenues of Recruitment:

Effective avenues of recruitment include the mass media, community organizations (community, county and state), agencies, and institutions whose normal operation brings them in contact with the undereducated. The human approach is often an effective means of recruiting----person to person contact. Many members of the community are in constant contact with adults in the target area.

The following is a list of only some of the recourses which can be utilized for the purpose of recruitment:

A. Mass Media

1. Radio
2. Television
3. Newspapers
4. Posters placed in strategic locations
5. Flyers distributed via schools, church, business, etc.

B. Public Agencies and Institutions

1. Social Welfare
2. Public Health Department
3. Division of Employment Security
4. Public Housing Authority
5. Law Enforcement Agencies (prisons and penal institutions)
6. Schools (public and private)
7. Immigration and Naturalization Services
8. Rehabilitation Centers
9. Registry of Motor Vehicles
10. Draft Boards
11. State Bureau of Vital Statistics
12. Agencies of the Aged (Golden Ages, Senior Citizens)
13. Community Action Programs (Title II-A) Work Training Centers (Title I-B) Model Cities, Work Experience Programs, etc.
14. County Services

C. Voluntary Agencies and Organizations

1. Salvation Army
2. NAACP, Core, Snick, etc.
3. YMCA - YWCA
4. Urban League
5. Federated Women's Clubs
6. Ethnic Social Clubs
7. Neighborhood Community Centers
8. League of Women Voters
9. P.T.A. Home and School Associations
10. Mental Health Clinics

11. Marriage Counseling Services
12. United Fund Agencies
13. Fraternal Organizations (Elks, Lions, Kiwanis, Rotary, Jaycee's)
14. Veteran Organizations (American Legion, Veterans of Foreign Wars, Disabled Veterans)

D. Others

1. Business and Industry
2. Labor Unions
3. Various Religious Organizations and Churches
4. Ethnic Organizations

E. Human Resources

1. Satisfied students of previous adult education programs who will talk to friends, neighbors and relatives.
2. Ministers speaking to parishoners in sermons or private consultation.
3. Barbers and hairdressers discussing the program with customers.
4. Employers informing and encouraging employees.
5. Union Leaders encouraging their members.
6. Milk and bread men have a unique awareness of the community.
7. Industrial and business organizations that canvas the community.
8. Local politicians know their district.
9. Store-keepers are aware of customers characteristics.
10. The community's school directors have a stake in the problems of illiteracy.
11. Recreation leaders serve as a good resource.
12. Attendance officers can supply valuable information.
13. Visiting teachers and nurses know the families of students.
14. School and community census takers solicit important dates.
15. Physicians know their patients needs.
16. Examiners for driving tests are aware of failures.
17. Police officers who know the people in their territory.
18. The trainee or student themselves are an excellent source of soliciting students.
19. An Advisory Committee of responsible citizens.
20. Key persons in the community who know perspective students.

III. Pre-Service Training of "Para-Professionals"

Comprehensive and intensive training will be needed for the paraprofessionals recruited from among the students, case workers, volunteers, agency representatives, or the "undereducated" themselves, who will be used on the neighborhood committees for census taking and recruiting.

Since the initial visit can be a very sensitive contact, it is essential that the interviewer be knowledgeable and aware of the extreme difficulties he will encounter in both the census taking and recruitment of the undereducated.

A. Each interviewer should:

1. Be thoroughly grounded in the purposes and aim of the program.
2. Be aware of the local statistics and other background information which demonstrates the need for the program.
3. Be thoroughly briefed regarding possible location of classes, frequency, and time schedule.
4. Become familiar with the census card, proçess of completing it, and mechanics of reporting back to the program coordinator.
5. Be oriented to the various problems involved in obtaining the cooperation of the undereducated adult regarding the census and eventual enrollment.
6. Be informed regarding the degrees of illiteracy in the specific neighborhood in which he will be working.

B. Interviewers should receive intensive training about how to use the above facts in such a way as to motivate the undereducated adult to enroll, in hope that through further education he may:

1. Improve his economic status.
2. Improve his housing situation.
3. Influence his children to remain in school, obtain a better education and break the pattern of family poverty.
4. Obtain personal reward and greater self-fulfillment resulting from the ability to read and write.
5. Improve his citizenship and become part of the mainstream of society.

C. One of the main objectives in using the "undereducated" in the census taking and recruitment is the fact that they already have rapport with those to be interviewed. Therefore, in the orientation process no attempt should be made to correct speech patterns, vocabulary, dress, or other personal characteristics of the interviewers which might destroy their ability to relate to their peers.

D. The pre-service training program should include the techniques of:

1. Presenting official identification.
2. Gaining entrance to the home.
3. Initiating discussion relating to the visit.
4. Keeping the interview informal and conversational.
5. Informing the interviewer about the program.
6. Using related facts.
7. Motivating the undereducated adult to accept further education.
8. When and how to fill out the census form.
9. Informing agreeable candidates concerning the method of enrolling for class.
10. Determining whether a follow-up visit is warranted.

E. The orientation should, at all times, emphasize the educational aspects of the adult basic education program. At no time should interviewers infer that this program leads directly to employment. It would be proper, however, to inform the interviewee that this educational program, if completed, may prepare him to take vocational training leading toward employment.

APPENDIX G

Workshop Groups

Workshop Groups

Group I

1. Anthony Benefico
2. Steven C. Christy
3. William J. Conway
4. James G. Diamantis
5. Edward T. Hannon
6. Richard A. Kelly
7. Marita Greiner
8. William O'Keefe
9. Robert A. Sasseville
10. Domenic Aureliv
11. Joseph M. Angelillo

Group II

1. Leonard Albaitis
2. John A. Butler
3. Donald D. Craft
4. Richard D. Daley
5. Charles P. Holbrook
6. Henry J. Jemioto
7. Edward E. Jones, Jr.
8. Ronald A. Kozuch
9. Arthur A. Patenaude
10. Robert Winn
11. Earl R. Brunelle

Group III

1. Mrs. Mary I. Allard
2. Miss Gloria DeAngelis
3. Ernest A. Guglielmo
4. William J. Linehan
5. Nicholas M. Motto
6. David Lee Prentiss
7. Wilfred E. Roy
8. Gertrude B. Pearson
9. Robert M. Gilbreth
10. Robert H. Powers

Group IV

1. George P. Avitable
2. James Flynn
3. John Hogan
4. Robert Holloran
5. Mrs. Helen Hutzler
6. Zenas J. Kevorkian
7. Doris M. Paquette
8. Clifford G. Robertson

APPENDIX H

Groups Responsible for Introducing Guest Speakers

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Groups will meet and introduce guests according to schedule list below:

Group II

Dr. Mary C. Mulvey August 13, 1969 9:00 a.m.
Director of ABE
Rhode Island State Department of Public Schools
"Training and Recruitment of Paraprofessionals"

Group II

Kenneth Johnson August 13, 1969 3:45 p.m.
Media Specialist
University of Bridgeport
"Demonstration of Teaching Techniques"

Group III August 14, 1969 9:00 a.m.

Dr. Lawrence Stolurow
Computer Assisted Instruction Lab
Harvard University
Cambridge, Massachusetts
"Systems Approach for Instructional Development"

Group IV

Carroll Towey August 15, 1969 9:00 a.m.
"Role of the USOE and the Services of the Regional ABE office."
Program Officer USOE Region I

Panel of State Directors August 15, 1969 10:15 a.m.

James A. Dorsey Connecticut
Consultant ABE
Connecticut State Dept. of Education
Hartford, Connecticut

Alice Aldrich Vermont
Coordinator of ABE
Vermont State Dept. of Education
Montpelier, Vermont

Rene J. Bouchard Massachusetts
Director
Bureau of Civic Education
Boston, Massachusetts

William Newsom Rhode Island
Director of ABE
Rhode Island

Groups will meet and introduce guests according to list below:
(2nd week)

Group I

James Dorsey August 18, 1969 9:00 a.m.
Consultant of ABE
Connecticut State Dept. of Education
Hartford, Connecticut

Group II

Edward Parision August 19, 1969 9:00 a.m.
Regional Adult Director
Division of H.E.W.
Boston, Massachusetts
"Methods of Budgeting and Sources of Funding"

Frank Scarano: August 19, 1969 9:00 a.m.

Group II

Mr. James Dorland August 19, 1969 1:00 p.m.
Executive Secretary
NAPSAE
"Pending Legislation and its Effect on the Operation of Local Programs".

Group III

Dr. Frank Repole August 20, 1969 9:00 a.m.
Director of ABE
Board of Education
Danbury, Connecticut
"National Trends in Adult Education"

Group III

Dr. Ruth Laws August 20, 1969 1:00 p.m.
Director
Adult and Continuing Education
Dover, Delaware
"Local Program Evaluation and Supervision"

Group IV

John Ryan August 21, 1969 1:00 p.m.
Assistant Consultant in ABE
Connecticut State Dept. of Education
Hartford, Connecticut
Report from Region I Institute for Teachers

Dr. Thomas Harrington August 21, 1969 1:00 p.m.
Associate Professor of Counselor Education
Northeastern University
Boston, Massachusetts

Report from Region I Institute for Counselors

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APPENDIX I

Banquet Invitation and Certificate

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INSTITUTE IN ADMINISTRATION
FOR LOCAL DIRECTORS
OF
ADULT BASIC EDUCATION

August 11 - August 22, 1969

You are cordially invited
to attend a Banquet
to be given by
The Institute in Administration
for Local Directors
of
Adult Basic Education

Thursday, August 21, 1969
6:00 P.M.
University of Bridgeport
Student Center
Alumni Hall

THE UNIVERSITY OF BRIDGEPORT

MCM XXVII

College of Education
ADULT BASIC EDUCATION INSTITUTE

Now hear this! As of this date

can legitimately assume both the title and role of ABE SPECIALIST.

Participation in a two week scheduled Institute and much individual soul-searching and small group communion have helped in the achievement of administrative expertise in language arts and computational skills (Reading, Writing, 'rithmetic.) Personal adherence to Basic Skills Programming for instructionl development of new adult oriented vocabulary and related numerical analysis for solution of on-the-job educational problems have contributed to the success of the person so named, And so awarded.

Philip Pumerantz Director

John T. Lovell Dean

APPENDIX J

Preplanning Materials for
Evaluation Reunion

UNIVERSITY OF BRIDGEPORT
BRIDGEPORT, CONNECTICUT 06602

January 23, 1970

Dear Institute Participant:

Now that five months have passed since the conclusion of the ABE Institute at the University of Bridgeport, it is time to conduct a follow-up assessment of the outcomes of the Institute. Presumably, you have had the opportunity to reflect on the experiences you had last summer in Bridgeport and to make some judgments.

We are planning a one-day reunion meeting for the participants of last summer's two-week Institute so that we can determine the degree of success each has experienced with his local program as a result of the Institute. Not only does this one-day meeting serve as an evaluation of the Institute itself, a process that is obviously necessary, but perhaps more importantly it will give you a chance to assess the types of things you are doing in your local setting. Moreover, you will be able to seek additional assistance, receive important new information, and be in a position to compare notes and share developments with colleagues. Also the State directors will have a chance at this one-day meeting to receive an up-to-date expression of your local needs.

The reunion will be held on Saturday, March 7, 1970 at the University of Bridgeport. A $25 honorarium will be given to all who can attend. In addition you will be our guest at a luncheon. The program and more details will follow later but at this point we want you to reserve the date. We can tell you, though, that this one-day reunion should be a most worthwhile experience since the format will include small group discussion and seminars with the opportunity for intensive participant interaction.

We sincerely hope that you will make every effort to come to this reunion. Please complete and return the enclosed Reservation Form and Questionnaire before March 7, 1970.

I look forward to seeing you on March 7, at the University.

Best personal wishes, I am

Sincerely yours,

Philip Pumerantz
Project Director and Assistant Professor

UNIVERSITY OF BRIDGEPORT

BRIDGEPORT, CONNECTICUT 06602

January 23, 1970

Dear State ABE Director

I am now planning a one-day follow-up evaluation reunion of our Institute in Administration for Local Directors of Adult Basic Education which was held at the University of Bridgeport last summer. The reunion is scheduled for March 7, 1970 at the University of Bridgeport from 9:00 a.m. - 4:00 p.m. Enclosed you will find a copy of the letter that I have sent to each participant explaining the intent of the reunion and some of the preliminary details. You will also find a copy of the questionnaire I have asked them to complete.

The format of the day as I see it now, will involve a registration period in the morning from 9:00 - 9:30 a.m., followed by a brief program with welcoming remarks and orientation to the day's activities. The remainder of the morning could be devoted to small interest group meetings. These can give the participants an opportunity to share the experiences they had in the last five months. A luncheon will follow this. It may be a good idea to have a speaker during the luncheon - someone you may want to suggest. The rest of the afternoon could be devoted to seminars dealing with selected common problems which will have been gleaned from the questionnaire they will have returned prior to the meeting. The seminars could be arranged into concurrent working sessions which will allow the participants to attend more than one session.

I hope that you can be available for this day so that you may have an opportunity to meet with the people from your state in order to get an idea of some current local needs, and also to serve as a group leader in one of the seminars. Of course we can cover your travel and expenses when you come to the campus and you will be our guest for the luncheon.

At this point I would like you to react to the tentative program I outlined above and would appreciate any of your suggestions and impressions. Also, please let me know whether I can count on your participation in this one-day program as soon as you can.

UNIVERSITY OF BRIDGEPORT
BRIDGEPORT, CONNECTICUT 06602

By way of further information, the Final Report for this Institute will be complete and hopefully in the mail to you by the end of April. We were granted a six month extension for our project so that we could carry out more realistically this follow-up evaluation which was part of our initial commitment and to develop as well a graduate program in Adult and Continuing Education at the University of Bridgeport. The latter, you might be interested to know, is in the process of being developed and hopefully will be a reality by the Fall 1970.

In the meantime, I am looking forward to hearing from you.

Best personal wishes,

Philip Pumerantz
Project Director and
Assistant Professor

PP/pc

ONE DAY FOLLOW-UP EVALUATION REUNION (March 7, 1970)
ABE INSTITUTE AT THE UNIVERSITY OF BRIDGEPORT

QUESTIONNAIRE

1. What successes have you experienced in your local ABE program which you feel you can attribute to your participation in the two-week ABE Institute held at the University of Bridgeport? (Please discuss)

2. To what extent did the two-week Institute help you to solve the problems you brought to the Institute? (Please discuss)

3. To what extent did the two-week Institute prepare you to anticipate and to solve problems back home? (Please discuss)

4. What new programs or strategies and approaches were you able to launch as a consequence of attending the two-week Institute? (Please discuss)

5. Please indicate any suggestions for follow-up or additional training that the University of Bridgeport should provide?

Please complete and return by February 27, 1970.
Mail to: Dr. Philip Pumerantz
College of Education
University of Bridgeport
Bridgeport, Connecticut 06602

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RESERVATION FORM

ONE DAY FOLLOW-UP EVALUATION REUNION

INSTITUTE IN ADMINISTRATION FOR LOCAL DIRECTORS OF ADULT BASIC EDUCATION

March 7, 1970

UNIVERSITY OF BRIDGEPORT

NAME: ______________________________

POSITION: ______________________________

BUSINESS ADDRESS: ______________________________

CITY: ______________________________

STATE: ______________________________

I will ☐ will not ☐ attend the reunion and luncheon.
(check one)
Please return by February 27, 1970.

Mail to: Dr. Philip Pumerantz
College of Education
University of Bridgeport
Bridgeport, Connecticut 06602

Overnight Accommodations can be made directly with the following motels: Fairfield Motor Inn, Fairfield; Holiday Inn, Bridgeport; Howard Johnson's Motor Lodge, Stratford.

APPENDIX K

Follow-up Evaluation Reunion

Questionnaire Results

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ONE DAY FOLLOW-UP EVALUATION REUNION (MARCH 7, 1970)

ABE INSTITUTE AT THE UNIVERSITY OF BRIDGEPORT

QUESTIONNAIRE

1. What successes have you experienced in your local ABE program which you feel you can attribute to your participation in the two-week ABE Institute held at the University of Bridgeport?

   Better planning in organizing and ABE Program in utilizing appropriate techniques for:

   Recruiting
   Counseling and Testing (Employment Services)
   Use of Community Agencies and Resources
   Teaching materials
   Retention of students
   Location of class sites to minimize transportation problems

2. To what extend did the two-week Institute help you to solve the problems you brought to the Institute? (Please discuss)

   Valuable group and informal discussions helped to expose common areas of interest, needs and possible solutions to existing problems in ABE.

   An awareness of the particular curriculum areas needed for the population being served - urban as opposed to rural environmental needs.

3. To what extend did the two-week Institute prepare you to anticipate and to solve problems back home? (Please discuss)

   Contacts with industry and employment counselors for possible programs in ABE within the industrial complex.

   Public relations with industry to assist in recruiting ABE students.

   Media center concept introduced through ABE on University level.

Utilizing news media for effecting good relationships in ABE Program.

5. Please indicate any suggestions for follow-up or additional training that the University of Bridgeport should provide?

Graduate degree programs in Adult Education with emphasis on teacher training for urban population needs.

Seminars conducted by the University for Directors and Counselors on a one-day workshop schedule concentration on one phase of ABE, such as Public Relations, utilizing experts in various categories of press, mass media.

Practice teaching programs through the university in ABE centers for involving new teachers in the program.

APPENDIX L

Final Report of One Day
Evaluation Reunion

March 7, 1970

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UNIVERSITY OF BRIDGEPORT

College of Education

"Institute in Administration for Local Directors of Adult Basic Education"

One-Day Evaluation Reunion

March 7, 1970

Working Sessions

Determination of Goals and Priorities

ONE DAY FOLLOW-UP EVALUATION REUNION

INSTITUTE IN ADMINISTRATION FOR LOCAL DIRECTORS OF ADULT BASIC EDUCATION

March 7, 1970

UNIVERSITY OF BRIDGEPORT

PROGRAM

9:30 A.M.	Registration and Reception Jacobson Hall
10:00 A.M.	General Meeting Jacobson Hall Presiding.......Dr. Philip Pumerantz, Project Director Welcome.........Dr. John Lovell, Dean, College of Education
10:15 A.M.	Concurrent Working Sessions Small Interest Groups in assigned rooms in College of Business Administration.
12:00 NOON	Luncheon Private Dining Room, Student Center Speaker.........Dr. Alexander Plante, Chief, Bureau of Continuing Education, Connecticut State Department of Education Topic..........."The Disadvantaged Adult: Some Priorieties for Educators".
1:30 P.M.	Concurrent Working Sessions Small Interest Groups in assigned rooms in College of Business Administration
2:30 P.M.	Meeting of State Directors Jacobson Hall
3:00 P.M.	Final Thoughts Jacobson Hall Dr. Philip Pumerantz
3:30 P.M.	Adjourn

Group I CBA Room 1
Catalyst: Dan Donofrio
Recorder: Marita Maes
Participants: Steven C. Christy
Thomas Grace
Henry Jemioto
Nicholas Motto

Task

Identify the major concerns/issues/problems in your community that necessitate changes in the educational structure for dealing with the educationally disadvantaged adult.

Discussion

Recruitment:
Methods for recruiting the disadvantaged adult must involve non-educational agencies dealing with population groups; employment agencies; social services; neighborhood clubs; adults of same ethnic background; and community leaders.

Retention:
Regular adult student attendance is dependent upon personal interest and concern of the teacher for the student's learning process. Academic qualifications and certification of the teacher does not quarantee student performance. A rigid, structured curriculum using traditional approaches tends to alienate the student who experienced failure before through this approach. Non-professional personnel can be utilized to provide meaningful experiences relevant to patterns of everyday living.

Power Structure Groups:
Minority groups need to be involved in the education of its people. Identity and relevance for these groups must include the natural leaders of the community to help design a curriculum for changing attitudes and developing self-confidence.

Group II	CBA Room 3
Catalyst:	Robert Sasseville
Recorder:	Marilyn Sullivan
Participants:	John Butler Donald Craft Edward Hannon Charles Holbrook

Task

Design the areas of partnership between education and industry for greater involvement in the education of the disadvantaged adult.

Discussion

To facilitate the vast accumulation of knowledge which is impossible through traditional methods, Computer-Assisted Instruction may be wise.

Consultant services are needed from industry in operating teaching machines such as:

EDL (Educational Developmental Laboratories) Learning 100 Series - Controlled Reader

ELS (Educational Learning Systems)

Opportunities are needed for educational technology and research to develop products to benefit mankind in specialized skills.

Manufactured products must be used, tested and evaluated by educators who must set the professional standards in education.

Group III CBA Room 10
Catalyst: James Diamantis
Recorder: William Linehan
Participants: Leonard Albaitis
Domenic Aurelio
Anthony Benefico
Earle Brunelle
James Tyrrell

Task

Outline a strategy of appropriate avenues for recruiting the educationally disadvantaged adult which will promote self-motivation for regular attendance in an ABE Program.

Areas of Consideration:

- a. qualities of recruiter
- b. location of program
- c. curriculum content
- d. instruction (Ind. - Group)

Discussion

a. Qualities
- -Leaders or residents of same ethnic background
- -Bilingual - if students are illiterate beginners
- -Knowledge of services within Community of Students
- -Male image more impressive in certain areas for men
- -Female image influential with women
- -Knowledge of worth and dignity of human beings

b. Location
- -Can be determined by leaders of groups and educational agency's mutual agreement
- -Feasible sites - minimum transportation cost
- -Public Libraries - housing projects - shopping centers -

c. Curriculum Content:
- -Needs of Group and individuals determine areas of instruction
- -Proficiency in basic skill areas of reading, computation.
- -Social Living Skills: Health and Hygiene
  Consumer Education
  Civic Responsibilities
  Practical Government
  Home and Family Life

d. Instruction:

- Programmed and individualized to provide progress and independent pace -
- Teacher must be well-prepared in knowledge of subject matter area and adult learning.
- Self-motivation in students must be provided so as to affect behavioral and attitudinal changes
- All learning activities should focus on relevancy to daily life of students.

Group IV CBA Room 11
Catalyst: Carroll Towey OSOE Region I
Recorder: Judith Elwood
Participants: Joseph Angelillo
William Conway
John F. Fox
Edward Jones
Frank Repoli
Clifford Robertson

Task

The Learning Center Approach to Adult Basic Education is primarily an effort to provide individualized, self-directed instruction as quickly and economically as possible to a heterogeneous mass of students.

Elaborate on the role of the Learning Center Staff in:

1. Avenues of recruitment
2. Personnel requirements

    Coordinator
    Counselor
    Instructor
    Curriculum Content
3. Location of these Centers

Discussion

I. Management by Objectives

Goals involve long range planning in:

- a. staff training
- b. program operation
- c. creativity/exploration of new methods
- d. needs of individuals concerned

II. Rate of Efficiency determined by:

- a. Quality of Program versus quantity.
- b. Individual concern centers toward quality performance
- c. Length of time (%) devoted to specific operation - average of 60% of time or better is indicative of efficiency -

III. Learning Centers:

- a. easily accessible to students/comfortable to teachers and staff
- b. goals established by student for self-improvement
- c. learning center staff provides assistance in meeting

these goals through varied activities

d. individualized learning process-self-motivating

e. direct application of learning geared to solving problems of everyday living

f. subject areas include:

- reading programs - all levels
- mathematics
- social skills
- employment skills

g. local support and private contributions are dependent for existence of Learning Centers.

APPENDIX M

Excerpts from a Proposal for a Graduate Program
in Adult Education at the
University of Bridgeport

PRELIMINARY DRAFT

A PROPOSAL FOR A GRADUATE PROGRAM IN ADULT EDUCATION IN THE COLLEGE OF EDUCATION AT THE UNIVERSITY OF BRIDGEPORT

Submitted by: Dr. Philip Pumerantz
Asst. Professor of Education

March 1970

Course of Study Leading to the Master of Science Degree and/or Sixth Year Certificate in Adult Education

The proposed graduate program in adult education outlined below will conform to the academic structure already extant in the College of Education. It will make use of courses already offered in the College of Education and in other Colleges of the University and will be consistent with the graduate requirements for students and semester credit hours.

Since the graduate program in Adult Education proposed here is designed to prepare personnel for adult education leadership roles in non-public school settings also, there will be no rigid curriculum. Once one has successfully completed the core requirements, the direction of his program i.e., the selection of specific courses, will depend on the particular area in which the student wishes to specialize. Where an area requires a state education certificate, a student will be guided to fulfill this requirement, such as in the case of Director or teacher in public school adult education programs.

The areas of adult and continuing education where the planners conceive professional preparation developing are: Administration, Teaching, Counseling, and

Research. At this point in time, however, it is recommended that the program focus on Administration and teaching. Our immediate resources* and most recent experiences** lend themselves to these areas. The other areas listed can develop subsequently.

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* Dr. Pumerantz's experience in two ABE Institutes plus program investigation and significant contacts in the field.

** Two ABE Institutes

UNIVERSITY OF BRIDGEPORT

College of Education

MASTER OF SCIENCE DEGREE IN ADULT EDUCATION

Requirements

The Master of Science program in adult education is flexible in that a program of studies is developed with each student so that the student can select the courses which will best develop the special competencies and understanding needed in accordance with the professional role or roles that he plans to assume. Some students may need to concentrate rather heavily in the psychological or sociological areas, others may need to fill in gaps in the humanities, while still others may concentrate in administration, research, or other related fields. It may not be uncommon to find students enrolled in courses in other colleges, such as the College of Business Administration or Arts and Sciences. The admission requirements for all graduate candidates are stated in the Graduate Catalogue of the College of Education.

Purpose

1. To provide further professional development for those already in the field of adult education.

2. To develop additional personnel in the various activities involved in the field of education.

3. To assist practicing adult educators in re-defining their goals and directions as they further their professional growth.

Course of Study (33 Semester Hours)

I. Required Core Courses

The following courses are required of all candidates for a Master's Degree in Adult Education: (9 Semester Hours):

Educ. 500	Research Techniques and Report Writing	3 s.h.
Educ. 502	Philosophical Foundations of Modern Education	3
Psych. 505	Seminar in Educational Psychology	3

II. Required Major Area (Adult Education) Courses (9 Semester Hours)

There are three basic courses in adult education which students are required to take. These courses are: (1) Adult Education in America which is a basic overview of the field including an examination of historical development of adult education, the psychological and sociological basis of adult learning, the existing institutional forms, trends, and major issues in adult education, and the principles of adult teaching. (2) The Organization and Administration of Adult Education. This course is essentially a course in program development with special emphasis on designing and improving programs. (3) Learning in Adult Education. This course focuses upon the sociopsychological, physiological, and motivational determinants of adult learning. A life-span approach is taken to the problems of adult learning with special emphasis given to the development and change of attitudes, interests, and appreciations at various stages of the lifecycle.*

III. Electives (15 s.h.)

Specific courses will depend on the particular area in which the student wishes to specialize in the field of Adult Education.

Elective choices are encouraged from graduate courses in the College of Arts and Sciences, the College of Business Administration, and the College of Education.

a.) Suggested Electives within the College of Education:
-Methods of Teaching English as a Second Language**
-Adult Basic Education***

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* Education 387 - Principles of Adult Education is already on the books; could be the offering suggested above as Adult Education in America.

** Not presently on the books but essential and should be offered.

*** Two Institutes (510W) will have been offered for 3 graduate credits in this area already.

-Educ. 510 Essentials of Educational Administration
-Educ. 592 Administration of the 2-V Program
-Educ. 522 Career Development: Guidance
-Psych. 530 Seminar in Industrial Psychology
-Psych. 508 Dynamics of Individual Behavior and Development

b.) Suggested Electives within the University:
-Econ. 500 Managerial Economics
-Management 500 Behavioral Sciences and Management
-Econ. 412 Seminar in Urban Planning
-Soc. 403 Urban Sociology
-Soc. 409 Population
-Soc. 519 Industrial Sociology
-Soc. 537 Seminar in Human Relations

IV. Typical Programs

A. Master of Science Degree in Adult Education

There will be no rigid curriculum. In the concept of sound education, provision will be made for individual differences and prior experience. The pattern below would apply to the following situations:

1. A candidate with undergraduate work and certification in education.

2. A candidate in or seeking an adult education leadership position which does not require state teaching or administrative certification.

a. Required Core courses	9 s.h.
b. Required Major area courses	9
c. Electives	15
	33 s.h.

B. Master of Science Degree in Adult Education and Certification

The following pattern applies to those candidates without undergraduate work in education who are seeking an adult education position in the public schools which requires state teaching or administrative certification:

a. Required Core and Certification Courses	24 s.h.

Educ. 500, Educ. 502,
Psych. 505, Educ. 554,
Educ. 380, Educ. 560
Educ. 561, Educ. 551

b. Required Major area courses	9

c. Electives 6 s.h.

39 (total includes items a. and b. on preceding page.

UNIVERSITY OF BRIDGEPORT

College of Education

SIXTH YEAR PROFESSIONAL DIPLOMA IN ADULT EDUCATION

Requirements

The Sixth Year program in adult education is flexible in that a program of studies is developed with each student so that the student can select the courses which will best develop the special competencies and understanding needed in accordance with the professional role or roles that he plans to assume. Some students may need to concentrate rather heavily in the psychological or sociological areas, others may need to fill in gaps in the humanities, while still others may concentrate in administration, research, or other related fields. It may not be uncommon to find students enrolled in courses in other colleges, such as the College of Business Administration or Arts and Sciences. The admission requirements for candidates are stated in the Graduate Catalogue of the College of Education.

The admission requirements for Sixth Year Candidates are stated in the graduate catalogue. The Master of Science or Master of Arts in Adult Education or its equivalent is especially appropriate.

Purpose

1. To provide further professional development for those already active in the field of adult education.

2. To enable an adult educator to expand his area of knowledge about adult education and his skills in adult education.

3. To provide an opportunity for adult educators to explore other academic disciplines related to adult

education and relate them to their professional growth.

4. To provide for specialization in related areas of adult education for those adult educators who do not plan to go on to doctorate level.

Course of Study (30 Semester Hours)

I. Required Core Courses (6 s.h.)

The following courses are required of all candidates for the Sixth Year Diploma:

Educ. 600	Statistics and Research Design	3 s.h.
Educ. 601	Basic Issues Seminar	3 s.h.

II. Additional Required Background Courses

The following, or its equivalent should have been taken at the Master's level, or are to be added to the program at the Sixth Year Level: (For a candidate who does not have a Master's degree in Education, but does have a bonafide Master's degree, the list below shall be considered as an equivalency.)*

Education Research	3 s.h.
Human Growth and Development	3 s.h.
Educational History and Philosophy	3 s.h.
Adult Education in America	3 s.h.
Organization and Administration of Adult Education	3 s.h.
Learning in Adult Education	3 s.h.

III. Required Major Area Courses (9 semester hours)

-Practicum in Adult Education**	3 s.h.
-Seminar in Adult Education ***	3 s.h.
-Educ. 510 Administrative Theory	3 s.h.

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* Candidates are required to meet any prerequisites in excess of 30 semester hours required for the professional diploma.

**To be developed

***To be developed

IV. Electives

Specific courses will depend upon the particular area in which the student wishes to specialize. Elective choices are encouraged from graduate courses in the College of Arts and Sciences, the College of Business Administration, and the College of Education.

a.) Suggested electives within the College of Education:

-Methods of Teaching English as a Foreign Language
-Adult Basic Education
-Educ. 592 Administration of A-V Programs
-Educ. 522 Career Development; Guidance
-Psych. 508 Dynamics of Individual Behavior and Development
-Educ. 615 Administration of Programs and Personnel
-Educ. 616 Education and the Public
-Educ. 617 Planning School Buildings
-Educ. 618 Public School Finance
-Educ. 619 Public School Law

b.) Suggested Electives within the University:

-Econ. 500	Managerial Economics
-Management 500	Behavioral Sciences and Management
-Econ. 412	Seminar in Urban Planning
-Soc. 408	Urban Sociology
-Soc. 409	Population
-Soc. 519	Industrial Sociology
-Soc. 587	Seminar in Human Relations

V. Typical Programs

a.) Candidates with a Master's Degree in Adult Education

1. Required Core Courses	6 s.h.
2. Additional Required Background courses	-- s.h.
3. Required major area courses	9 s.h.
4. Electives	15 s.h.
	30 s.h.

b.) Candidates without a Master's Degree in Adult Education

1. Required Core Courses	6 s.h.
2. Additional Required Background courses	15 s.h.
3. Required major area courses	9 s
4. Electives	-- s h.
	30 s h.

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